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ABSTRACT

This instructor guide together with a student guide comprise a set of curriculum materials on the criminal justice system. The instructor guide is a resource for planning and managing individualized, competency-based instruction in six major subject areas or blocks, which are further broken down into several units with some units having several sections. The blocks are (1) law enforcement system (history, code of ethics, constitutional law and law enforcement operations, law enforcement operations, report writing); (2) the courts (court system, criminal justice process, criminal law, juvenile courts); (3) corrections (history, government corrections systems, prison society, probation and parole, jail operations and treatment programs, juvenile corrections); (4) community relations (human relations, crime prevention); (5) proficiency skills (physical fitness, combative and defensive tactics, police short baton, riot response tactics, basic police weapons, rescue tactics); and (6) criminalistics (basic forensic examinations, basic forensic photography, fingerprint technology). Each unit (or section) provides these components: objectives; instructional guide (content outline); suggested activities; a list of reference materials; a list of audiovisual materials; a list of tools, equipment, and supplies; pretest and answer key; posttest and answer key; and performance checklist. Information on use of the curriculum materials and a student progress chart are located at the front of the instructor guide. Answer keys to review questions in the student guide are included. (YLB)

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Instructor Guide

CRIMINAL JUSTICE SYSTEMS

BLOCK I: Law Enforcement

BLOCK II: The Courts

BLOCK III: Corrections

BLOCK IV: Community Relations

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In an attempt to fulfill Florida's commitment to competency-based vocational education, the Division of Vocational, Adult, and Community Education of the Florida Department of Education has funded a project for acquisition of competency-based instructional materials for the Criminal Justice Assisting program (#8120). A statewide project committee reviewed existing materials and selected the following which have been distributed to the teachers of the program:

1. Jail Operations: A Training Course for Jail Officers

    Book 1: Correctional History and Philosophy
    Book 2: Jail Operations
    Book 3: Jail Climate
    Book 4: Supervision
    Book 5: Discipline
    Book 6: Special Prisoners

    Publisher: United States Bureau of Prisons, Washington, D.C.
    Publication Date: 1979

2. Police Traffic Service Basic Training Program (Student Study Guide, Instructor's Lesson Plans, and Course Guide)

    Publisher: United States Department of Transportation, National Highway Traffic Safety Administration, Washington, D.C.
    Publication Date: 1972

3. Medical Emergency Services: First Responder Training Course (Student Study Guide, Instructor's Lesson Plans, and Course Guide)

    Publisher: United States Department of Transportation, National Highway Traffic Safety Administration, Washington, D.C.
    Publication Date: 1979

4. Employability Skills Series
    (Student Guides and Instructor Guides)

    Choosing an Occupation
    Your Job Search
    Applying for a Job
    Good Work!
    Personal Finances
    Job Changes

    Publisher: Florida Department of Education, Tallahassee, Fla.
    Publication Date: 1980

The Criminal Justice System curriculum materials, which consist of Student Guides and Instructor Guides, are designed to provide competency-based instruction for the subject areas not covered by the above list. The content accuracy and instructional effectiveness of the materials have been ensured by student field-testing and content experts' review.

A complete set of curriculum materials consists of these newly developed Criminal Justice Systems Guides and the four sets of materials listed on the previous page.

For supporting materials, the following are recommended:

1. Black's Law Dictionary, Henry Campbell Black

   Publisher: West Publishing Co., St. Paul, Minn.
   Publication Date: 1968 (4th ed.)

2. Police Science Services Teaching Aides (slide/cassette and study guides) which include the following:

   - Criminal Justice System
   - On the stand
   - Cause of crime
   - Spotting stolen cars
   - Robbery investigation
   - Burglary investigation
   - Rape investigation
   - Organized crime
   - Physical evidence
   - Securing suspects
   - Search and seizure
   - Recording the scene
   - Field notes
   - Crime scene sketching
   - Crime scene photography
   - Interviewing witnesses
   - Interrogation
   - Fingerprints
   - Preparing reports
   - Questioned documents
   - Let's stop burglars
   - Suicide

   Publisher: Police Science Services, Niles, Ill.
   Publication Date: 1979

It is also recommended that the use of the computer in criminal justice work be discussed in the class, using journal or newspaper articles such as "Sleuthing by Computer" in the IEEE Spectrum, July, 1983.

Description of the Criminal Justice System Curriculum Materials

The Criminal Justice System (CJS) materials are designed for individualized competency-based instruction. They consist of Student Guides and Instructor Guides and cover six major subject areas. Each subject area is called a Block, and each block is broken down into several units, with some units having several sections. The following subjects are covered in these materials:

CRIMINAL JUSTICE SYSTEMS

Block I: Law Enforcement System

- Unit A: History of Law Enforcement
- Unit B: Law Enforcement Codes of Ethics
- Unit C: Constitutional Law and Law Enforcement Operations
- Unit D: Law Enforcement Operations
  - Section 1: Patrol Types and Characteristics
  - Section 2: Crime Scene Procedures
  - Section 3: Accident Investigation
  - Section 4: Search and Arrest
  - Section 5: Stop and Frisk
- Unit E: Report Writing

Block II: The Courts

- Unit A: U.S. Court System
  - Section 1: Federal Courts
  - Section 2: The Florida Court System
  - Section 3: Local Courts
- Unit B: Criminal Justice Process
  - Section 1: Pretrial Processes
  - Section 2: Trial Processes
  - Section 3: Posttrial Processes
- Unit C: Criminal Law
  - Section 1: Constitutional Foundations
  - Section 2: Florida Criminal Law
  - Section 3: Florida Criminal Procedure
- Unit D: Juvenile Courts
  - Section 1: Juvenile Court System
  - Section 2: Florida Juvenile Court Laws

Block III: Corrections

Unit A: History of Corrections

Unit B: Government Corrections Systems

Unit C: Prison Society

Unit D: Probation and Parole

Unit E: Jail Operations and Treatment Programs

Unit F: Juvenile Corrections

Section 1: Juvenile Corrections Background
Section 2: Florida Juvenile Corrections

Block IV: Community Relations

Unit A: Human Relations

Unit B: Crime Prevention

Section 1: Develop and Manage Community Crime Prevention
Section 2: Crime Prevention through Environmental Planning

Block V: Proficiency Skills

Unit A: Physical Fitness

Unit B: Combative and Defensive Tactics

Unit C: Police Short Baton

Unit D: Riot Response Tactics

Unit E: Basic Police Weapons

Unit F: Rescue Tactics

Section 1: Rescue Equipment
Section 2: Ground Level Rescues
Section 3: Vertical Rescue Tactics
Section 4: Highline Transfers

Block VI: Criminalistics

Unit A: Forensic Laboratory Examinations

Section 1: Microscopy
Section 2: Blood Identification
Section 3: Hair Examination
Section 4: Fiber Examination
Section 5: Broken Glass Examination

Unit B: Basic Forensic Photography

Section 1: Basic Photography and Taking Photographs
Section 2: Basic Photo-Laboratory Procedures
Section 3: Personal Identification Photography
Section 4: Close-Up Photography

Unit C: Fingerprint Technology

Section 1: Taking Fingerprints
Section 2: Identifying and Labeling Types of Fingerprint Patterns
Section 3: Determining and Recording Classification Formula
Section 4: Developing Latent Prints

Although these six blocks have been numbered in a recommended sequence for instruction, you should determine the sequence and depth of instruction based upon the Curriculum Framework requirements, the needs of your students and community, and the resources which you have available. The basic knowledge and skills necessary for all criminal justice occupations provide the focus for most units.

Reference and audiovisual materials are listed in the Instructor Guides to expand and support the topics covered in the Student Guides.

The Student Guides are self-contained instructional materials for student use, and the Instructor Guides are guides for planning and managing competency-based instruction.

These curriculum materials were developed based upon the Criminal Justice Aide program standard of 1981. This standard was replaced by the Curriculum Framework/Student Performance Standards for Criminal Justice Assisting in 1985 which lists all competencies the Criminal Justice Assisting students are expected to perform upon completion of the program. Due to differences between the Program Standard of 1981 and the Student Performance Standards of 1985, these curriculum materials do **not** match exactly with the Student Performance Standards competencies in terms of headings, sequence, and coverage. It is recommended, therefore, that you identify the Student Performance Standard (SPS) competencies covered by each section or unit of these materials and write the SPS competency number(s) in the appropriate spaces on the chart provided on the following pages.

Criminal Justice Systems Materials	Student Performance Standards Competencies
Block I: Law Enforcement System Unit A: History of Law Enforcement	
Unit B: Law Enforcement Codes of Ethics	
Unit C: Constitutional Law and Law Enforcement Operations	
Unit D: Law Enforcement Operations	
Section 1: Patrol Types and Characteristics	
Section 2: Crime Scene Procedures	
Section 3: Accident Investigation	
Section 4: Search and Arrest	
Section 5: Stop and Frisk	
Unit E: Report Writing	
Block II: The Courts Unit A: U.S. Court System	
Section 1: Federal Courts	
Section 2: The Florida Court System	
Section 3: Local Courts	
Unit B: Criminal Justice Process	
Section 1: Pretrial Processes	
Section 2: Trial Processes	
Section 3: Posttrial Processes	

Criminal Justice Systems Materials	Student Performance Standards Competencies
Unit C: Criminal Law	
Section 1: Constitutional Foundations	
Section 2: Florida Criminal Law	
Section 3: Florida Criminal Procedure	
Unit D: Juvenile Courts	
Section 1: Juvenile Court System	
Section 2: Florida Juvenile Court Laws	
Block III: Corrections Unit A: History of Corrections	
Unit B: Government Corrections Systems	
Unit C: Prison Society	
Unit D: Probation and Parole	
Unit E: Jail Operations and Treatment Programs	
Unit F: Junvenile Corrections	
Section 1: Juvenile Corrections Background	
Section 2: Florida Juvenile Corrections	
Block IV: Community Relations Unit A: Human Relations	

Criminal Justice Systems Materials	Student Performance Standards Competencies
Unit B: Crime Prevention	
Section 1: Develop and Manage Community Crime Prevention	
Section 2: Crime Prevention through Environmental Planning	
Block V: Proficiency Skills Unit A: Physical Fitness	
Unit B: Combative and Defensive Tactics	
Unit C: Police Short Baton	
Unit D: Riot Response Tactics	
Unit E: Basic Police Weapons	
Unit F: Rescue Tactics	
Section 1: Rescue Equipment	
Section 2: Ground Level Rescues	
Section 3: Vertical Rescue Tactics	
Section 4: Highline Transfers	
Block VI: Criminalistics Unit A: Forensic Laboratory Examinations	
Section 1: Microscopy	
Section 2: Blood Identification	
Section 3: Hair Examination	
Section 4: Fiber Examination	

Criminal Justice Systems Materials			Student Performance Standards Competencies
	Section 5:	Broken Glass Examination	
Unit B:	Basic Forensic Photography		
	Section 1:	Basic Photography and Taking Photographs	
	Section 2:	Basic Photo-Laboratory Procedures	
	Section 3:	Personal Identification Photography	
	Section 4:	Close-Up Photography	
Unit C:	Fingerprint Technology		
	Section 1:	Taking Fingerprints	
	Section 2:	Identifying and Labeling Types of Fingerprint Patterns	
	Section 3:	Determining and Recording Classification Formula	
	Section 4:	Developing Latent Prints	

Other Instructional Materials

Components of Instructor Guide

In the Instructor Guide, you will find the following components for every unit (or section):

Objectives

This is a list of statements which tell you and your students what the student should be able to do **after completing the instruction.** There are two types of objectives, knowledge type and performance (skill) type. Knowledge objectives will be evaluated by written tests and performance objectives by performance checklists.

You should make sure that your students read the objectives before they begin to study the material and understand what they are expected to do at the end of the instruction.

Instructional Guide

This is an outline of the content of each unit (or section) in the Student Guide. This outline can help you see the content quickly and plan your instruction accordingly. It also includes instructional activities you may want to carry out.

Suggested Activities

A list of suggestions is provided for you to consider in planning and managing your instruction. You may want to modify these activities to meet your needs and availability of resources.

Reference Materials

This is a list of supplementary materials you and your students may use for further study. Space is also provided for you to add any materials which are available to you and your students on the subject being studied.

Audiovisual Materials

Space is provided for you to list any AV materials which are available to you and your students on the subject being studied.

Tools, Equipment, and Supplies

If there are any tools, equipment, or supplies needed for the unit or section, they are listed for you to obtain in advance of the instruction.

Pretest and Answer Key

A test is provided for students to take **before** studying the material. The results of the pretest will show you and your students how much they already know about the subject and what to look for in each unit or section. This test is **not** used for grading students' performances. The pretest **answer key is provided immediately after each pretest.**

If you believe that the student knows the subject well enough to accomplish the objectives for the unit or section, you may let the student skip the instruction and take the posttest.

Posttest and Answer Key

A test is provided for students to take **after** the instruction (or after demonstrating that they know the subject well enough to skip the instruction) for evaluation. The results of the posttest indicate whether or not the student has achieved the knowledge objectives. Since this material is designed for competency-based instruction, you may let your students take the posttest again until they complete it successfully. If the student fails the posttest, s(he) should review the text and/or obtain remedial instruction before taking the posttest again. The posttest **answer key is provided immediately after each posttest.**

NOTE: If the student needs to take the posttest more than once, you may want to modify the posttest or develop an alternate test.

To administer the pretests and posttests, you should reproduce the tests provided in the Instructor Guide as necessary.

Performance Checklist

A performance test checklist is provided for you to use when evaluating students' performances on the performance objectives. There is one performance checklist for each performance objective, and the tasks on the performance checklist are the same as those listed in the performance objective. Therefore, performance checklists appear only in the units (or sections) where there is a performance objective.

If the student does not meet the criteria, s(he) should review the text, repeat the practical exercise, and/or obtain remedial instruction, and then take the performance test again until s(he) completes the performance test successfully.

Appendix

Sluething by Computer is included in the appendix as a sample article for computer use in law enforcement.

Transparency masters of fingerprints have also been included for use as needed during the study of fingerprint identification and classification.

Student Progress Chart

This is a chart designed to record a student's progress through the materials and is included in the back of the Instructor Guide.

Write the date the student takes the pretest and the score on the pretest in the pretest column if you are interested in the student's pre-instruction knowledge of the subject; write the date and score on the posttest in the posttest column; and write the date and rating on performance in the performance checklist column. The rating may be 1, 2, or 3. If the student performs the tasks successfully with supervision, his/her rating should be "1," if s(he) performs successfully with periodic supervision, the rating should be "2," and if the student performs the tasks successfully without supervision, his/her rating should be "3."

You may also want to make copies of this Student Progress Chart for each student to use in keeping his/her own record.

How to Plan Instruction Using the Instructor Guide

1. Become familiar with the Student Guide and the Instructor Guide for these curriculum materials.

2. Scrutinize the Curriculum Framework/Student Performance Standards competencies for the Criminal Justice Assisting program (#8120).

3. Specify objectives of your program based on these competencies and the following:

    - needs, interests, and abilites of your students
    - facilities, tools, and supplies available at your school
    - needs and interests of your community
    - craft advisory board recommendations
    - job market needs
    - other identified requirements and/or constraints

4. Determine sequence and depth of instruction on the basis of the objectives.

5. Identify sections of the Criminal Justice System (CJS) materials which cover your objectives. Make a matrix of objectives and these materials similar to the matrix provided in the previous section.

6. Review these sections (both Student Guide and Instructor Guide) and modify them, as necessary, to be consistent with your objectives.

7. Select other instructional materials to cover the objectives that are not included in the CJS materials. Include these other selected materials in the matrix.

8. Develop your own instructor guide which includes instructional guides, suggested activities, lists of necessary tools and equipment, lists of reference materials, pretests and posttests with answer keys, and performance checklists for these other selected materials.

9. Resequence the sections of the CJS Instructor Guide and the instructor's guide you develop, if necessary.

10. Resequence the sections of the Student Guide and other selected materials, as necessary.

11. Make sure all necessary tools, equipment, and supplies are available for your program.

12. Make copies of materials, progress charts, tests, etc., as necessary.

13. Make a list of resource persons to contact, such as administrative personnel, business and community personnel for field trips and guest lecturers, and learning resource center personnel. Contact them as you arrange for each activity which requires their cooperation.

14. a. Make a schedule that will allow self-paced individualized instruction, if you plan individualized instruction.

    b. Make a schedule for group instruction, if you plan group instruction.

How to Use the Criminal Justice System Curriculum Materials

Introduce the materials to the students.

- The Student Guide is self-contained instructional material that students can study at their own pace most of the time.

- Each unit (or section) of the Student Guide has an introduction, objectives, text, review questions, and practical exercises (if there is a performance objective in the section). Answers to review questions are provided in a separate answer key booklet.

- There are directions for students to follow when working through the Student Guide. These directions appear whenever students need to change to another activity. Students can work at their own pace by following these directions unless they need the instructor's help.

- Explain the function of each component shown below and the instructional procedures for using these items.

  - **Pretest:** A student gets a copy of the pretest from the instructor **before** beginning to study the materials, takes the pretest, and gives it to the instructor. The instructor then checks the student's responses and determines whether the student needs to study the materials or is ready to take the posttest.

    The pretest is designed to help students and instructors find out what the students already know and to indicate what students can expect to learn from the unit (or section) of the materials. This pretest is not designed to be used for evaluating students' performances for grades.

- **Introduction:** Students should read the introduction. It is a brief statement of what each unit is about and why it is important for Criminal Justice students to learn the topic covered in that unit.

- **Objectives:** Students should comprehend the objectives for each unit. These are statements of what students should be able to do after studying the materials for each unit.

  Knowledge objectives state what students should know, and performance objectives state hands-on performances student should be able to do after completing the instruction.

- **Text:** Next, students study the text. It contains the information they need to know in order to achieve the objectives.

- **Review Questions:** Students should complete the review questions after studying the text. This activity enables students to check their own work and identify how well they have learned the information presented in the text. While doing the review questions, students may want to discuss the questions and answers with other classmates and the instructor. After completing the review questions, students check their answers with those provided in the review questions answer key booklet. If they have made mistakes, they should review the parts of the text which cover those question items.

- **Practical Exercise:** After finishing the review questions, the students ask the instructor for permission to do the practical exercise, if there is one. The instructor will decide which exercises should be demonstrated by the instructor only with students observing and which ones students may participate in. Then the students discuss the results of their work with other classmates or with the instructor.

  The practical exercise is a review exercise for the performance objective. Therefore, it only appears in the units (or sections) having a performance objective.

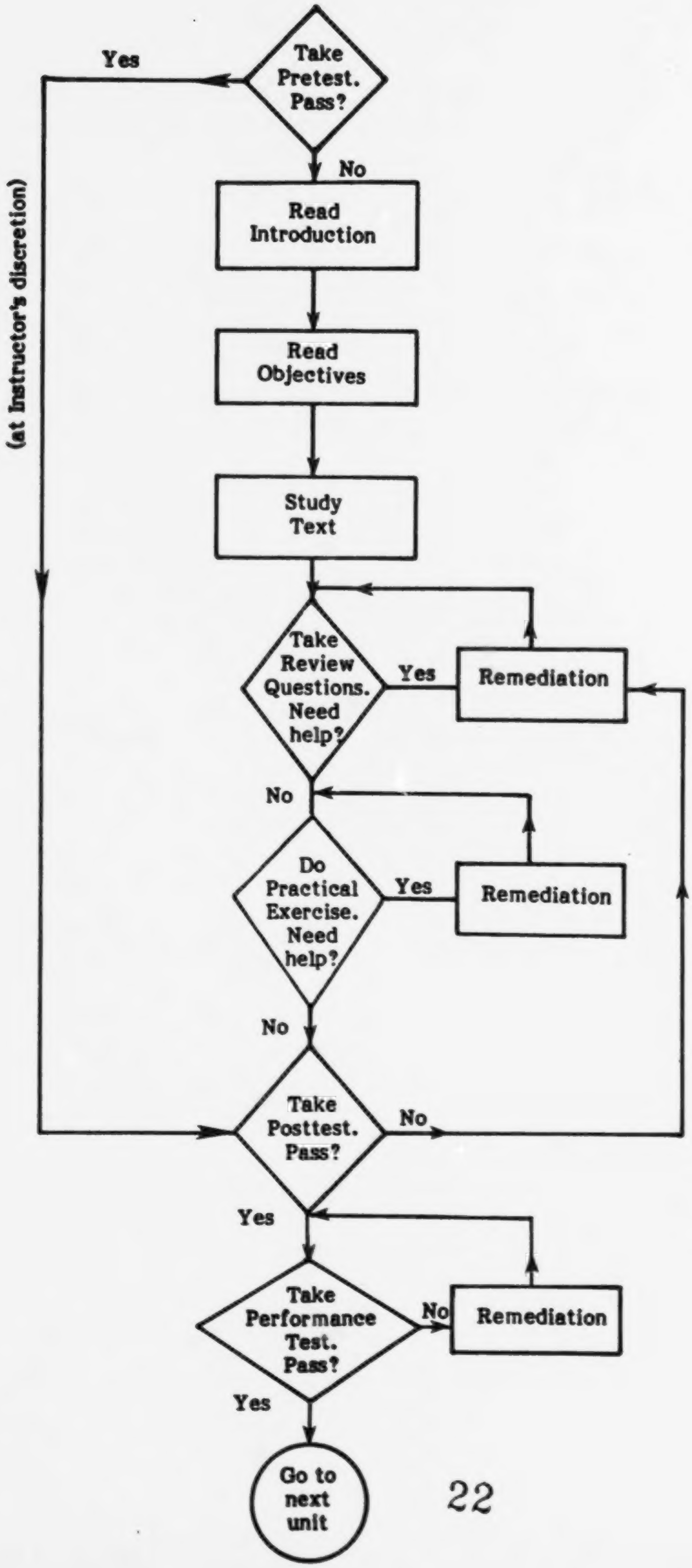
- **Written Posttest:** Students get a copy of the posttest from the instructor, take the test, and give the completed test to the instructor. This test is designed to measure students' performances on the knowledge objectives. Instructor should determine mastery level for posttests based upon school policies and program requirements. If students complete the posttest successfully, they are ready to be evaluated on the performance checklist or to go on to the next unit (or section). If students do not pass the posttest, they may need to review the text and/or obtain remedial instruction, and then take the posttest again.

— **Performance Checklist:** If there is a performance objective for the unit (or section), students should take the performance test after successful completion of the written posttest. Each performance checklist lists a series of tasks to be performed at an acceptable level. If the student does not perform any task satisfactorily, s(he) should be directed to review the procedure for performing the task by studying the appropriate segments of the Student Guide or be given alternative sources of instruction or remediation. Then the student should take the performance test again.

The following rating scale is recommended for evaluating a student's performance: The rating is "1" if the student performs the tasks satisfactorily with the instructor's supervision, "2" if the student performs the tasks satisfactorily with periodic supervision, and "3" if the student performs satisfactorily without supervision.

Successful completion of the posttest and performance test indicates that the student has achieved the objectives and is ready to start the next unit (or section).

The summary of this suggested procedure for student use of the CJS materials is illustrated in the following diagram.


Take Pretest. Pass?
Yes
No
(at Instructor's discretion)
Read Introduction
Read Objectives
Study Text
Take Review Questions. Need help?
Yes
Remediation
No
Do Practical Exercise. Need help?
Yes
Remediation
No
Take Posttest. Pass?
No
Yes
Take Performance Test. Pass?
No
Remediation
Yes
Go to next unit

22

Criminal Justice Systems
Student Progress Chart

Student Name: ____________________

Date Started: ____________ Date Completed: ____________

Material	Pretest	Posttest	Performance Checklist
Block I: Law Enforcement System Unit A: History of Law Enforcement			
Unit B: Law Enforcement Codes of Ethics			
Unit C: Constitutional Law and Law Enforcement Operations			
Unit D: Law Enforcement Operations Section 1: Patrol Types and Characteristics			
Section 2: Crime Scene Procedures			
Section 3: Accident Investigation			
Section 4: Search and Arrest			
Section 5: Stop and Frisk			
Unit E: Report Writing			
Block II: The Courts Unit A: U.S. Court System Section 1: Federal Courts			
Section 2: The Florida Court System			
Section 3: Local Courts			

Material	Pretest	Posttest	Performance Checklist
Unit B: Criminal Justice Process Section 1: Pretrial Processes			
Section 2: Trial Processes			
Section 3: Posttrial Processes			
Unit C: Criminal Law Section 1: Constitutional Foundations			
Section 2: Florida Criminal Law			
Section 3: Florida Criminal Procedure			
Unit D: Juvenile Courts Section 1: Juvenile Court System			
Section 2: Florida Juvenile Court Laws			
Block III: Corrections Unit A: History of Corrections			
Unit B: Government Corrections Systems			
Unit C: Prison Society			
Unit D: Probation and Parole			
Unit E: Jail Operations and Treatment Programs			
Unit F: Junvenile Corrections Section 1: Juvenile Corrections Background			
Section 2: Florida Juvenile Corrections			

Material	**Pretest**	**Posttest**	**Performance Checklist**
Block IV: Community Relations Unit A: Human Relations			
Unit B: Crime Prevention Section 1: Develop and Manage Community Crime Prevention			
Section 2: Crime Prevention through Environmental Planning			
Block V: Proficiency Skills Unit A: Physical Fitness			
Unit B: Combative and Defensive Tactics			
Unit C: Police Short Baton			
Unit D: Riot Response Tactics			
Unit E: Basic Police Weapons			
Unit F: Rescue Tactics Section 1: Rescue Equipment			
Section 2: Ground Level Rescues			
Section 3: Vertical Rescue Tactics			
Section 4: Highline Transfers			
Block VI: Criminalistics Unit A: Forensic Laboratory Examinations Section 1: Microscopy			
Section 2: Blood Identification			

Material	Pretest	Posttest	Performance Checklist
Section 3: Hair Examination			
Section 4: Fiber Examination			
Section 5: Broken Glass Examination			
Unit B: Basic Forensic Photography Section 1: Basic Photography and Taking Photographs			
Section 2: Basic Photo-Laboratory Procedures			
Section 3: Personal Identification Photography			
Section 4: Close-Up Photography			
Unit C: Fingerprint Technology Section 1: Taking Fingerprints			
Section 2: Identifying and Labeling Types of Fingerprint Patterns			
Section 3: Determining and Recording Classification Formulas			
Section 4: Developing Latent Prints			

Criminal Justice Systems
Class Progress Chart

Starting Date									
Name									
Block - Unit - Section	Pre	Post	Perf.	Pre	Post	Perf.	Pre	Post	Perf.
I: A									
B									
C									
D -1									
2									
3									
4									
5									
E									
II: A -1									
2									
3									
B -1									
2									
3									
C -1									
2									
3									

Starting Date									
Name									
Block - Unit - Section	Pre	Post	Perf.	Pre	Post	Perf.	Pre	Post	Perf.
D -1									
2									
III: A									
B									
C									
D									
E									
F -1									
2									
IV: A									
B -1									
2									
V: A									
B									
C									
D									
E									
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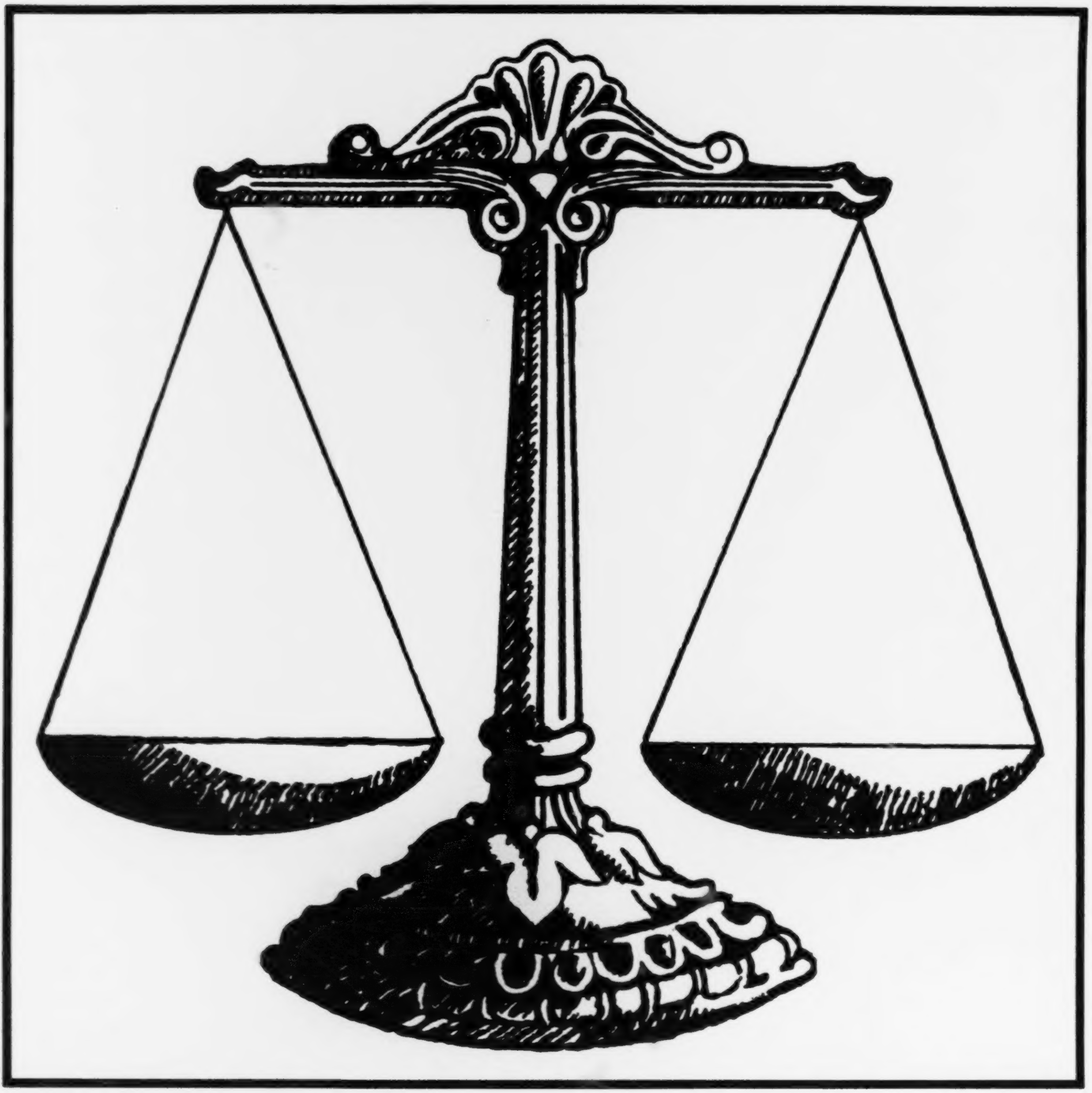
Instructor Guide

Block I

LAW ENFORCEMENT SYSTEM



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Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Identify the tithing system used in English shires.
2. Recognize the traits and duties of the keepers of the peace, watch and ward system, shiver and shake night watch, Bow Street runner, Bow Street horse patrol, and Metropolitan Police of London (New Police).
3. Identify the roles and duties of the French police.
4. State at least four programs established by the French police that are still in use.
5. Name the first American police force and the city where it was formed.
6. Identify the American city where the first full-time, paid police service was established and the model system it followed.
7. State the year by which most American cities had full-time police forces.
8. Identify the main difference among the development of police systems in the United States and other countries.
9. Describe two main problems of the American police system in the late nineteenth century.
10. Identify both the law which established regulations for police personnel hiring and the consequence of hiring regulations in the United States.
11. Identify the factors which affected the development of police standards and certification in the United States.
12. Identify the origin of the term "police."

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the development of the tithing system.

3. Discuss the history of the English law enforcement system:

    - keepers of the peace
    - watch and ward systems
    - shiver and shake night watch
    - Bow Street runner
    - Bow Street horse patrol
    - Metropolitan Police of London (New Police)

4. Discuss the history of the French law enforcement system and the programs which are still used today.

5. Discuss the history of the American law enforcement system, tracing its development from ancient times to the system which operates today.

Supporting Activities

The history of the development of law enforcement has been presented very briefly in the student materials. In order to provide more in-depth information for your class, written and/or oral reports may be assigned for the many topics which are covered.

Reference Materials

Criminal Justice. New York: Scholastic Book Services, 1978.

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (I: A)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. Which **two** of the following describe the English tithing system?

   a. The community was divided into groups of ten families.
   b. A chief officer of the community was responsible for the protection of the community.
   c. Each member of a group was responsible for protection of other members.
   d. An officer was selected by all men in a group and pledged his devotion to the protection of the community.

2. Which of the following does **not** describe the tithing system used in shires in England?

   a. Each shire was divided into 100 groups and each group was divided into ten families.
   b. The chief tithingman was responsible for protecting and maintaining order for the tithing.
   c. The chief tithingman appointed knights to guard the gates and bridges of the community.
   d. A problem that resulted from this system was a reduction in the number of crimes reported.

For questions 3-7, match the English law enforcement systems in the left column with their descriptions in the right column by writing the letter of the description on the line by the system number.

System

_____ 3. shiver and shake

_____ 4. Bow Street runners

_____ 5. Bow Street horse patrol

_____ 6. keepers of the peace

_____ 7. watch and ward

Description

a. It consisted of watchmen who patrolled the streets of London at night, carrying long staves with a lantern and calling out the hour and weather conditions periodically.
b. The Statute of Winchester introduced this system to guard a walled town by placing a watch in a guardhouse at each gate.

(continued)

c. This group patrolled the main roads into London, armed with pistols and clubs.
d. Knights guarded gates and bridges to keep unwanted people out of their kingdom.
e. This was an organized police force in London consisting of constables.

8. Which **two** of the following describe the Metropolitan Police of London?

   a. police officers who carried guns and clubs
   b. founded by Sir Robert Peel in the nineteenth century
   c. well paid and respected police officers
   d. founded by the Metropolitan Police Act of 1829

9. Which **two** of the following describe the characteristics of the French police?

   a. The authority of the French police came from the community.
   b. The authority of the French police came from the king.
   c. The police had control over welfare, price establishment, and public morals.
   d. The police officers carried long staves with a lantern on the top and called out the time and weather conditions at every hour.

10. List **four** programs established by the French police that are still in use.

    ____

    ____

    ____

    ____

11. Which of the following reflects the early efforts at law enforcement in the United States?

    a. All males were required to watch without pay for intruders at night in Boston.
    b. A daytime police department was organized in Philadelphia and police officers were paid.
    c. A full-time police force was formed in New York, and the officers wore uniforms and were paid.
    d. A full-time, paid sheriff's department was established in Atlanta.

12. Which of the following is the correct statement concerning the first full-time, paid police force?

    a. Boston developed a police force on the basis of the Pendleton Act of 1883.
    b. New York developed a police force following the Metropolitan Police Act of 1829.
    c. Chicago established a police department patterned after the English night watch system.
    d. Atlanta developed a sheriff's department patterned after the English shiver and shake system.

13. By what year did **most** American cities have full-time police forces?

    a. 1770
    b. 1800
    c. 1820
    d. 1870

14. What is the main difference between the development of police systems in the United States and those of other countries such as England and France?

    a. The authority of the American police systems came from the federal level while the authority of police systems in other countries came from the high constable or the king.
    b. Police agencies were developed at the local level in America while they were developed at the national level in other countries.
    c. Police officers were not allowed to carry any weapons in America, but officers in other countries did carry weapons.
    d. The Sheriff's department monitored the activities of police departments in America while police departments in other countries were not monitored by any other law enforcement organization.

15. Which **two** of the following were the main problems of the American police system in the nineteenth century?

    a. election of police officers
    b. requirement to implement civil service for personnel hiring
    c. low pay for police officers
    d. political involvement

16. Which law affected the establishment of regulations for federal employee and police hiring?

    a. Metropolitan Police Act of 1829
    b. Hammurabi Code of Law
    c. Pendleton Act of 1883
    d. Police Code of Ethics

17. Which **three** of the following affected the development of police standards and certification?

    a. increased need for more qualified police forces
    b. opportunities for higher education available to men who were interested in the law enforcement field
    c. end of World War II and the Korean conflict
    d. growing interests in law enforcement careers

18. What is the origin of the term "police"?

    a. French word patrouiller which means to go through puddles
    b. English word polis which means city government
    c. Greek word politeia which means the government of the city and was used for civil officers of the city
    d. Roman word politicum which means constable on patrol

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (I: A).

Answers to Pretest (I: A)

1. a, c
2. c
3. a
4. e
5. c
6. d
7. b
8. b, d
9. b, c
10. Any four of the following are correct:
    - emergency rescue units
    - police ambulance system
    - street signs
    - street lights
    - house numbers
    - children's hospital
    - schools for the poor
    - helping to find work for the unemployed
    - peace officer (or officers de paix)
11. a
12. b
13. d
14. b
15. a, d
16. c
17. a, b, d
18. c

44

Posttest (I: A)

1. Which of the following describes the tithing system? (Choose **all** correct answers.)
   - a. Each member of a group was responsible for protection of other members.
   - b. An officer was selected by all men in a group and pledged his devotion to the protection of the community in front of all members of the group.
   - c. The community was divided into groups of ten families.
   - d. A chief officer of the community was responsible for the protection of all the members of the community.

2. Which of the following does **not** describe the tithing system used in English shires?
   - a. Each shire was divided into 100 groups and each group was divided into ten families.
   - b. The chief tithingman was responsible for protecting and maintaining order for the tithing.
   - c. One of the chief problems of this system was a reduced number of crimes reported.
   - d. The chief tithingman appointed knights to guard gates and bridges of the community.

Questions 3–7. The following systems of law enforcement were used in England. Match the systems in the left column with the descriptions in the right column by writing the letter of the description on the line by the system number.

System

_____ 3. keepers of the peace

_____ 4. Bow Street runners

_____ 5. shiver and shake

_____ 6. watch and ward

_____ 7. Bow Street horse patrol

Description

a. The Statute of Winchester introduced this system to guard a walled town by placing a watch in a guardhouse at each gate.

b. It consisted of watchmen who patrolled the streets of London at night, carrying long staves with a lantern and calling out the hour and weather conditions periodically.

(continued)

c. Knights guarded gates and bridges to keep unwanted people out of their kingdom.
d. This was an organized police force in London consisting of constables.
e. This group patrolled the main roads into London, armed with pistols and clubs.

8. Which **two** of the following describe the Metropolitan Police of London?

   a. police officers who carried guns and clubs
   b. formed by the Metropolitan Police Act of 1829
   c. founded by Sir Robert Peel in the nineteenth century
   d. well paid and respected police officers

9. Which **two** of the following describe the characteristics of the French police?

   a. The police officers carried long staves with a lantern on the top and called out the time and weather conditions at every hour.
   b. The authority of the French police came from the community.
   c. The authority of the French police came from the king.
   d. The police had control over welfare, price establishment, and public morals.

10. List **four** programs which were established by the French police and are still in use.

    ____

    ____

    ____

    ____

11. Which of the following reflects the first type of police in America?

    a. A daytime only police department was organized in Philadelphia, and police officers were paid.
    b. All males were required without pay to watch for intruders at night in Boston.
    c. A full-time, paid sheriff's department was established in Atlanta.
    d. A full-time uniformed police force was formed in New York, and the officers were paid.

12. Which of the following is the correct statement concerning the first full-time, paid police force in America?

    a. A police force was developed in Boston on the basis of the Pendleton Act of 1883.
    b. A police force was developed in New York following the Metropolitan Police Act of 1829.
    c. A police department was established in Chicago patterned after the English night watch system.
    d. A sheriff's department was developed in Atlanta patterned after the English shiver and shake system.

13. What was the year by which most American cities had full-time police forces?

    a. 1790
    b. 1800
    c. 1820
    d. 1870

14. What is the main difference between the development of police systems in the United States and those of other countries such as England and France?

    a. The authority of American police systems came from the federal level while the authority of police systems in other countries came from the high constable or the king.
    b. Police agencies were developed at the local level in America while they were developed at the national level in other countries.
    c. Police officers were not allowed to carry any weapons in America while officers in other countries carried weapons.
    d. Sheriff's departments monitored the activities of police departments in America while police departments in other countries were not monitored by any other law enforcement organization.

15. Which **two** of the following were the main problems of the American police system in the nineteenth century?

    a. election of police officers
    b. requirements to implement civil service for personnel hiring
    c. low pay to police officers
    d. political involvement

16. Which law affected the establishment of regulations for federal employees and police hiring?

    a. Metropolitan Police Act of 1829
    b. Hammurabi Code of Law
    c. Pendleton Act of 1883
    d. Police Code of Ethics

17. Which **three** of the following affected the development of police standards and certification?

    a. the end of World War II and the Korean conflict
    b. the increasing need for more qualified police forces
    c. opportunities for higher education available to men who were interested in the law enforcement field
    d. growing interest in law enforcement careers

18. What is the origin of the term "police"?

    a. the Greek word politeia which means the government of the city and was used for civil officers of the city
    b. the Roman word politicum which means constable on patrol
    c. the French word patrouiller which means to go through puddles
    d. the English word polis which means city government

Give the completed test to your instructor.

Answers to Posttest (I: A)

1. a, c

2. d

3. c

4. d

5. b

6. a

7. e

8. b, c

9. c, d

10. Any four of the following are correct:

    - emergency rescue units
    - police ambulance system
    - street signs
    - street lights
    - house numbers
    - children's hospital
    - schools for the poor
    - helping to find work for the unemployed
    - peace officer (or officers des paix)

11. b

12. b

13. d

14. b

15. a, d

16. c

17. b, c, d

18. a

Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Identify the purpose for the development of a code of ethics for law enforcement officers.
2. Complete statements about the Police Code of Ethics by filling in the blanks.
3. Match the articles of the Canons of Police Ethics to statements which explain them.
4. List at least four principles appearing in all three law enforcement codes of ethics studied in this unit.
5. Given examples of situations which might confront a law enforcement official, identify the appropriate ethical action to take in each situation.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the main purpose of establishing law enforcement codes of ethics.
3. Compare the items included in each of the three codes of ethics covered by this unit and point out what they have in common.
4. Identify and discuss each article of the Police Code of Ethics and the Canons of Police Ethics.
5. Present and discuss case studies concerning questions of ethics.

Choose two or three of the articles in the Canons of Police Ethics as a focus for the discussion of case studies, such as the example which follows.

Example: Article 9. Gifts and Favors

Newman's Cafe is located in a small town. The proprietors maintained a policy of providing free coffee and half-priced meals to all on-duty police officers. Officer Mueller recently completed Basic Recruit School and is now employed as a police officer. He has been assigned to Officer Mills, who is his training officer.

Officer Mueller and Officer Mills have just finished eating at Newman's Cafe and are handed their bill. The bill includes a discount for both officers. Officer Mills pays her portion of the discounted bill. What should Officer Mueller do?

After presenting a situation, have the students discuss and critique the event with respect to the Canons of Police Ethics. Summarize the main points which can be learned from this exercise.

Supporting Activities

Set up role-playing situations based on the Canons of Police Ethics. The following example is based on Article 4.

Officer Muffaleto is on patrol and observes a car. He sees that the driver is Jim Livett, who is a suspected drug dealer. Officer Muffaleto believes that Mr. Livett has drugs in the vehicle. He stops the suspect, and as he approaches the vehicle, he knocks out the tail light. He advises Mr. Livett that he has been stopped for defective equipment and at that point orders him to open the trunk of the car. The trunk contains what appears to be marijuana. Mr. Livett is placed under arrest.

Lead the class in discussing the officer's actions in relation to the Canons of Police Ethics (Articles 4 and 8).

Reference Materials

Payton, George T. Peace Officer's Guide to Criminal Law. San Jose, Calif.: Criminal Justice Services, 1983.

Police Conduct, Training Key #297. Gaithersburg, Md.: International Association of Chiefs of Police, 1980.

Smith, E. N. Police: The Human Dimension, Ethics. Tallahassee, Fla.: Florida State University, 1975. (Film, part of a series of eight films, NCJ-35230-35237.)

Pretest (I: B)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. What is the main purpose for developing a law enforcement code of ethics?

   ____

   ____

   ____

   ____

2. Which article in the Canons of Police Ethics deals with law enforcement officers' private life styles?

   a. limitations of authority (Article 2)
   b. utilization of proper means to gain proper ends (Article 4)
   c. off-duty conduct (Article 6)
   d. presentation of evidence (Article 10)

3. Confidence and trust are **key** words referring to which of the following articles?

   a. primary responsibilities of the job (Article 1)
   b. duty to be familiar with the law and with responsibilities of self and other public officials (Article 3)
   c. cooperation with public officials on the discharge of their authorized duties (Article 5)
   d. conduct toward the public (Article 7)

4. If law enforcement is to be considered a profession, the law enforcement officer must always: (Choose **all** correct answers.)

   a. act professionally at all times.
   b. be impartial in dealing with the public, including both citizens and law violators.
   c. take advantage of being a law enforcement officer.
   d. practice stability, fidelity, and morality.

5. If a law enforcement officer stops a traffic violator, the actions taken by that officer should not be influenced by the violator's: (Choose **all** correct answers.)

   a. race, color, or creed.
   b. political party affiliation.
   c. appearance.
   d. conduct in relation to traffic regulations.

6. If the law is to be honored, it must first be honored by those who ____________ it.

7. Law enforcement officers would not be in violation of Article 9 covering gifts and favors if they: (Choose **all** correct answers.)

   a. received a 15 percent discount on all meals at restaurants.
   b. received complimentary movie passes occasionally.
   c. refused all gifts and favors.
   d. followed department policy.

8. A law enforcement officer is approached by the mayor and told to arrest a suspect who appears to be drunk. What should the law enforcement officer do?

   a. Follow the order of the mayor and arrest the suspect.
   b. Explain to the mayor that being drunk is not a criminal offense.
   c. Disregard the mayor's request and tell the suspect to leave the area.
   d. Arrest the mayor for interfering with a police officer.

For questions 9-12, select the correct word(s) from the list below to complete each statement concerning the Police Code of Ethics. Write the correct words on the answer line(s).

Word List

approval
calm
constitutional
equality
ethics
faith
fight
force
harm
justice
liberty
life
trust
violence

9. The fundamental duty of a law enforcement officer is to safeguard ________________ and property and to respect the ________________________ right of all men to ________________________, ________________________, and ________________________.

10. Law enforcement officers should never employ unnecessary ___________________ or ____________________________.

11. As a law enforcement officer, "I recognize the badge of my office as a symbol of public __________________________, and I accept it as a public ______________ to be held so long as I am true to the ________________________ of the police service."

12. As a law enforcement officer, "I will maintain courageous ____________________ in the face of danger or ridicule."

13. List **four** principles which appear in all three documents related to police ethics.

14. Suppose a woman was cursing an officer, and the officer replied to these insults by saying, "You are going to be put away forever." This statement by the law enforcement officer was:

    a. inappropriate, because the police officer threatened the woman with something the officer could not carry out.
    b. appropriate, because the woman would probably be happy in a mental institution.
    c. inappropriate, because the officer should not have threatened the woman.
    d. appropriate, because the officer advised the woman correctly concerning her future.

15. Responding to a complaint of noise, Police Officer Levin entered an apartment building and was approached by an old man who had called in the complaint. He stated that a party had been going on all night in apartment 2B, up the hall. As Officer Levin approached the apartment, two people were leaving. Levin asked them how long the party would continue, and they answered it would be over in a few minutes. Levin decided the old man was one of those people who complained all the time and got on police officers' nerves. Levin then told the old man that the party would be over soon and he should occupy himself in some constructive activity rather than calling in complaints about this sort of thing. Officer Levin in this situation acted:

    a. properly, because he found out for the complainant when the party would end.
    b. improperly, because he should have directed all the guests to leave the party immediately.
    c. properly, because he spoke to both the complainant and the party guests.
    d. improperly, because he should not perform his duty according to his feelings or prejudices.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (I: B).

Answers to Pretest (I: B)

1. to provide a foundation of acceptable standards for professional conduct in the public and private life of law enforcement officers, and to provide guidelines for meeting these standards
2. c
3. d
4. a, b, d
5. a, b, c
6. enforce (or word of similar meaning)
7. c, d
8. b
9. life, constitutional, liberty, equality, justice
10. force, violence
11. faith, trust, ethics
12. calm
13. Any four of the following are correct answers:
    - primary responsibility is the protection of life and property
    - equal service to everybody
    - limitation of authority (warning against the misuse of power)
    - cooperation with other public officials
    - private and personal conduct
14. c
15. d

Posttest (I: B)

1. Which **two** of the following describe the main purpose of developing a police code of ethics?

   a. to meet the requirement of the U.S. Constitution that all professions should have codes of ethics
   b. to provide a standard of acceptable behavior for the public and private conduct of law enforcement officers
   c. to provide guidelines for acceptable conduct as a law enforcement officer
   d. to provide information to the public concerning law enforcement officers' public and private life styles

For questions 2-4, select the correct word(s) from the list below to complete each statement concerning the Police Code of Ethics. Write the words on the answer lines.

Word List

animosities
charity
constitutional
equality
fear
friendships
good will

justice
liberty
life
malice
mankind
prejudices
property

2. When Sally Smith was sworn in as a law enforcement officer, she said, "I will never permit personal feelings, ____________, ____________, or ____________ to influence my decisions."

3. "I will enforce the law courteously and appropriately without ____________ or favor, ____________ or ill will."

4. She also said that "my fundamental duty as a law enforcement officer is to serve ____________: to safeguard ____________ and ____________; to respect the ____________ right of all humans to ____________, ____________, and ____________."

For items 5-14, match the behaviors listed on the right to the appropriate article of the Canons of Police Ethics listed on the left. Write the letter of the behavior on the line by the article number.

Article

_____ 5. primary responsibility of job

_____ 6. limitations of authority

_____ 7. duty of being familiar with the law and with responsibilities of self and other public officials

_____ 8. utilization of proper means to gain proper ends

_____ 9. cooperation of public officials in the discharge of their authorized duties

_____ 10. private conduct

_____ 11. conduct toward the public

_____ 12. conduct in arresting and dealing with law violators

_____ 13. presentation of evidence

_____ 14. attitude toward profession

Behavior

a. inspire confidence and trust
b. regard duties as a public trust
c. give proper testimony impartially and without malice
d. know the jurisdiction of responsibility
e. have absolute power
f. protect the people
g. honor the law
h. disregard personal prejudice or party affilitation
i. be an example of stability, fidelity, and morality
j. show clear appreciation of responsibilities and limitations

15. List **four** principles included in the three codes of ethics studied in this unit—Peelian Reforms, Police Code of Ethics, and Canons of Police Ethics:

____

____

____

____

____

____

____

____

16. Officer Jane Lane stops a motorist because of his erratic driving on a busy highway. The motorist had come close to hitting several cars. As the officer stops and approaches the motorist's car, the motorist extends his license and a $10 bill, asking her to accept it and to forgive him this time because he will be more careful in the future. Officer Lane said, "Sir, it is not my duty to accept your bribe. I have a few questions to ask you. . . ." Lane's statement to the motorist was:

    a. improper, because the officer should have asked the motorist how much he had to drink.
    b. proper, because the officer was truthful to the Police Code of Ethics concerning bribes.
    c. improper, because the officer had criticized the motorist.
    d. proper, because the officer had notified the driver of the violation he had committed.

17. Suppose a patrol officer sees a woman standing on a narrow ledge of a building about to jump. The officer was told that the woman was upset because her husband and children recently left her after she was released from a mental institution. The officer was warned by the building superintendent that she was dangerous and might harm the officer. Realizing the possibility of his own danger, the officer called his police station and told them his family had an emergency and he had to go home. The officer's action in this situation is:

    a. appropriate, because no officer should put him/herself in danger.
    b. appropriate, because he called the police station so that another officer could come to the scene.
    c. inappropriate, because his primary responsibility is to protect the woman's life.
    d. inappropriate, because he felt his own danger.

Give the completed test to your instructor.

Answers to Posttest (I: B)

1. b, c
2. prejudices, animosities, friendships
3. fear, malice
4. mankind, life, property, constitutional, liberty, equality, justice
5. f
6. e
7. d
8. g
9. h
10. i
11. a
12. j
13. c
14. b
15. Any four of the following are correct:
    - primary responsibility is protection of life and property
    - equal service to everybody
    - limitation of authority (warning against the misuse of power)
    - cooperation with other public officials
    - private and personal conduct
16. b
17. c

Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Define the Constitution of the United States.
2. Describe the first three articles of the Constitution.
3. Define the Bill of Rights.
4. Identify the rights of citizens protected by the First, Fourth, and Fifth Amendments.
5. Describe law enforcement officers' duties in balancing the rights of citizens (protected by the First Amendment) and the public interest.
6. Describe the limitations the Fourth Amendment places on the law enforcement operations of arrest, search, and seizure.
7. Describe the relationship between the individual's right against self-incrimination (protected by the Fifth Amendment) and the law enforcement operations of searching for and seizing evidence.
8. Describe the Fourteenth Amendment.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the historical background of the United States Constitution.
3. Briefly describe the seven articles and twenty-four amendments, telling what each article and amendment is about.
4. Explain the Bill of Rights.
5. Discuss how the First, Fourth, Fifth, and Fourteenth Amendments affect law enforcement operations, and how the officers should prepare themselves to perform duties for cases which involve the citizens' rights protected by these amendments. Discuss these with realistic examples of such cases.
6. Show an example of a consent form when discussing the Fifth Amendment.
7. Explain the Florida penal code and state constitution.

Supporting Activities

Invite a guest lecturer (a judge, a lawyer) to address the class about constitutional rights.

Reference Materials

Chang, Dae H. Fundamentals of Criminal Justice: A Syllabus and Workbook. 2nd ed., Geneva, Ill.: Paladin House, 1977.

Florida Penal Code.

Hemphill, Charles F., Jr. Criminal Procedure: The Administration of Justice. Chapter 3. Santa Monica: Goodyear Publishing Company, 1978.

Klotter, John C., and Jacqueline R. Kanovitz. Constitutional Law for Police. Chapters 1, 2, 3, 4, Cincinnati: The W. H. Anderson Co., 1968. 1975 Supplement.

Audiovisual Materials

Constitutional Law, Searches and Seizures. Slide/cassette, Niles, Ill.: Police Science Services.

Pretest (I: C)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. The Constitution of the United States is: (Choose **all** correct answers.)
   - a. our fundamental law that determines the powers and duties of the United States government.
   - b. a body of laws that guarantee certain rights of United States citizens.
   - c. the Bill of Rights.
   - d. the foundation which established democratic government of, by, and for the people.
2. The United States Constitution consists of ________ articles and ________ amendments as of December, 1981.
3. Article I is related to law __________, Article II is related to __________ the law, and Article III is related to law __________.
4. Which article designates the judicial powers within the Supreme Court and authorizes the Congress to establish lower courts?
   - a. Article I
   - b. Article II
   - c. Article III
   - d. Article IV
5. What is the Bill of Rights?
   - a. the first three articles of the Constitution
   - b. the seven articles of the Constitution
   - c. the First Amendment to the Constitution
   - d. the first ten amendments to the Constitution
6. What rights does the First Amendment guarantee? (Choose **all** correct answers.)
   - a. freedom of speech
   - b. freedom of religion
   - c. freedom of the press
   - d. freedom of conduct

7. What are the **two** main duties law enforcement officers perform to balance the rights of citizens protected by the First Amendment and the public interest?

   a. controlling crowds
   b. searching and seizing evidence
   c. arresting those who breach the peace of a community
   d. issuing valid warrants

8. Two students are discussing law enforcement operations in relation to the citizens' right to peaceful assembly. Student A says law enforcement agencies or local governments cannot control the time and method of public demonstrations in public places. Student B says the law enforcement agencies can control public demonstrations by requiring a permit for public gatherings. Who is right?

   a. student A
   b. student B
   c. both student A and student B
   d. neither student A nor student B

9. Two students are discussing the following case:

   There was a disorderly demonstration in a street and a law enforcement officer gave the group of people an order to move away from the street because they were obstructing pedestrian traffic. All of them, except Mrs. Albuno, moved away. The officer insisted that Mrs. Albuno move, but she refused, saying: "I have a right to stand here on the sidewalk." The officer decided to arrest her on the grounds that she refused to obey the law enforcement officer's command.

   Student A says the officer's decision was right and that the arrest could be considered legal. Student B says the decision is not legitimate because it was based on the officer's ego rather than maintaining the public peace, since the others moved and Mrs. Albuno did not disturb anybody. Who is right?

   a. student A
   b. student B
   c. both student A and student B
   d. neither student A nor student B

10. Which right is guaranteed by the Fourth Amendment?

    a. to refuse an arrest without a warrant
    b. to protect oneself against unreasonable searches and seizures
    c. to refuse to incriminate oneself
    d. to petition for redress of grievances

11. Why is a valid warrant required for search and seizure? (Choose **all** correct answers.)

    a. to protect an individual's rights as guaranteed by the Fourth Amendment
    b. to give judicial officers some authority
    c. to give legal protection and authority to the warrant-serving officers
    d. to give warrant-serving officers the authority to search everywhere for all types of evidence

12. What are the individual's rights protected by the Fifth Amendment? (Choose **all** correct answers.)

    a. to avoid double jeopardy
    b. to be protected against unreasonable searches and seizures
    c. to refuse to incriminate oneself
    d. to receive procedural due process

13. Suppose a law enforcement officer arrests a man for a crime. What must the officer say to the man before the interrogation? (Choose **all** correct answers.)

    a. He has the right to remain silent.
    b. He should clearly and honestly answer the officer's questions.
    c. Anything he says can and will be used against him in court.
    d. He should confess his criminal behavior.

14. Suppose the officer then asks the suspect to have fingerprints taken and to be prepared for a body examination for scars and marks. He refuses to allow fingerprints to be taken and to be examined, saying: "I have a constitutional right not to be a witness against myself, and therefore I am not going to let you take my fingerprints nor let you examine my body." The officer says: "You have a right to say nothing but not a right to refuse to give evidential specimens." Who is right?

    a. the officer
    b. the accused
    c. both the officer and the accused
    d. neither the officer nor the accused

15. The Fourteenth Amendment guarantees that: (Choose **all** correct answers.)

    a. all U.S. citizens have the right to vote regardless of race, educational or ethnic backgrounds, or class.
    b. the rights guaranteed by the Bill of Rights are applied equally to all U.S. citizens regardless of their race, background, or class.
    c. a state **cannot** make laws which deprive citizens of due process and equal protection of constitutional rights.
    d. A state can make laws that might be in conflict with the federal constitutional laws on citizens' rights if the laws are beneficial to the citizens residing in that state.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (I: C).

Answers to Pretest (I: C)

1. a, b, d
2. 7, 24
3. making, enforcing, interpreting
4. c
5. d
6. a, b, c
7. a, c
8. b
9. b
10. b
11. a, c
12. a, c, d
13. a, c
14. a
15. b, c

Posttest (I: C)

1. What is the Constitution of the United States?

2. How many articles and amendments does the United States Constitution contain (as of December 1981)?

3. Which article designates the legislative powers given to the Congress and sets out guidelines for elections of senators and representatives?

4. Which article designates the judicial powers within the Supreme Court and authorizes Congress to establish lower courts?

5. Which article designates the executive powers of the government to the president and sets out guidelines for the election of the president and vice-president?

6. Define the Bill of Rights.

7. List **four** freedoms of individuals that are protected by the First Amendment.

8. List **two** main duties of law enforcement officers for balancing the rights of citizens protected by the First Amendment and the public interest.

9. When performing the two main duties listed in question 8, what should law enforcement officers keep in mind?

10. What right is guaranteed by the Fourth Amendment?

11. Describe how the Fourth Amendment affects the law enforcement operations of arrest, search, and seizure.

12. List **three** rights which are protected by the Fifth Amendment.

13. To protect the right guaranteed by the Fifth Amendment and to make arrests and seizures lawful and valid, what must the law enforcement officers do or say before the interrogation?

14. In order to take samples, such as blood, from the accused to be used for investigating a crime, what must the law enforcement officers do?

15. What is the Fourteenth Amendment about?

Give the completed test to your instructor.

Answers to Posttest (I: C)

1. It is the fundamental law of our nation which established the representative government of, by, and for the people, and established the foundation of the criminal justice system. It is a body of basic principles and laws that determine the power and duties of the United States federal government and guarantees certain rights of U.S. citizens.

2. 7 articles and 24 amendments

3. first article (Article I)

4. third article (Article III)

5. second article (Article II)

6. the first ten amendments to the Constitution of the United States which guarantee certain rights to individuals

7. freedom of speech, freedom of religion, freedom of the press, and freedom of peaceful assembly

8. crowd control and the arrest of law breakers

9. They are protectors of public interest as well as guardians of individual rights, therefore, they must weigh the importance of public interest and individual rights in each case and perform their duties accordingly.

10. protection from unlawful search and seizure

11. In order for evidence and arrest to be lawful, the law enforcement officers must have valid warrants and follow proper warrant execution procedures except in a case when the officers actually observe the commission of a crime. The officers have legal protection and authority to perform their duties when search warrants are used.

12. right against double jeopardy, right against self-incrimination, and right to procedural due process

13. Inform the accused of his/her right to remain silent and explain that anything s(he) says can and will be used against him/her in court.

14. Have the accused sign a consent form which includes the date, place, kinds of specimens taken, name of the accused, and a statement that the specimens were given voluntarily.

15. The Fourteenth Amendment guarantees that the individual's rights are protected by the Bill of Rights for **all** U.S. citizens, and that a state cannot make laws which deprive U.S. citizens of due process and equal protection of these rights.

Block I: Law Enforcement System

Unit D: Law Enforcement Operations

Section 1: Patrol Types and Characteristics

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the main goal of patrol officers.
2. Identify at least four tasks of patrol officers.
3. Identify the main responsibility of patrol officers.
4. Identify the three basic types of patrols.
5. Identify the four types of specialized patrols.
6. Identify two advantages of each basic type of patrol.
7. Identify two disadvantages of each basic type of patrol.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the main goal of patrol officers.
3. Explain the duties of patrol officers.
4. Discuss the main responsibility of patrol officers.
5. Explain the three basic types of patrols and their advantages and disadvantages.
6. Explain types of specialized patrols and their advantages and disadvantages.

Supporting Activities

Show and discuss the films listed under Audiovisual Materials.

Reference Materials

Klotter, John C. Techniques for Police Instructors. Springfield, Ill.: Charles C. Thomas, 1978.

Payton, G. T. Patrol Procedure and Enforcement Concepts. Los Angeles, Calif.: Legal Book Corporation, 1977.

Rutledge, D. The New Police Report Manual. Flagstaff, Ariz.: Flag Publishing Co., 1979.

Films

Burglary Call, The
Filmstrip with cassette/script C 65 frs.
Dramatizes a burglary patrol call and demonstrates the proper technique to be used when responding. From The Patrol Calls Series.
LC No. 77-730139.
Prod-IMIIMN Dist-AIMS 1977

High Risk Patrol Tactics
16mm film optical sound C 31 min.
Explains how law enforcement officers can properly respond to barricaded suspects.
LC No. 79-700185
Prod-MTITE Dist-MTITE 1978

On-Call Driving
16mm film optical sound C 20 min.
Stresses the development of professional attitudes in the police patrol function. Discusses the role of the vehicle as the officer's communications center and business office, emphasizing careful inspection before starting the shift. Presents techniques of patrol driving, including anticipation driving, knowledge of the area and its hazards, avoidance of U-turns, and inside passing. Examines patrol driving with respect to community relations and deals with planning the most effective route on a call.
Prod-WORON Dist-MTROLA

Patrol Procedures
Prod-Woron Films
Dist-Motorola Teleprograms, Inc.
3710 Commercial Avenue
Northbrook, IL 60062

Patrolman, You Have a Problem
Prod-Woron Films
Dist-Motorola Teleprograms, Inc.
3710 Commercial Avenue
Northbrook, IL 60062

Routine Patrol
16mm film optical sound C 24 min.
Covers the major points of police prepatrol preparation and observation. Illustrates to the officer the necessity for proper mental attitude, physical condition, and image as a peacekeeper, servant of the people, and arresting officer. Develops the idea that the patrol officer is the eyes of the department and interpreter of the laws of society.
Prod-WORON Dist-MTROLA

Patrol Calls—A Series PRO
Dramatizes five of the most common types of patrol calls and demonstrates the techniques used in handling each type.
LC No. 77-730139
Prod-IMIIMN Dist-AIMS 1977

Barricaded Armed Suspect, The	68 frs
Burglary Call, The	65 frs
Domestic Complaints	67 frs
Injury and Death	67 frs
Missing Child, The	71 frs

Pretest (I: D-1)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. What is the patrol officer's main goal?

   a. checking businesses and residential areas for security
   b. removing the desire and opportunity for a person to commit a crime
   c. protecting the life and property of citizens
   d. none of the above

2. Which of the following are tasks of patrol officers? (Circle **all** correct answers.)

   a. aggressive patrolling
   b. checking business areas for security
   c. securing crime scenes
   d. elimination of criminals
   e. checking suspicious persons
   f. conducting stake-outs
   g. checking abandoned vehicles
   h. answering motorist service calls
   i. checking residential areas for security
   j. making arrests

3. What is the main responsibility of patrol officers?

   a. aggressive patrolling
   b. protection of life and property
   c. answering all calls for aid or service
   d. checking business and residential areas for security

4. From the list below, identify the **three** basic types of patrols.

   a. K-9
   b. specialized
   c. foot
   d. air
   e. marine
   f. motorcycle
   g. vehicle

5. From the list in question 4, identify **four** types of special patrols.

   ____

   ____

   ____

   ____

For questions 6–8, match the advantages listed on the right with the patrol types listed on the left. Write the letter(s) of the advantage(s) by the number of the patrol type.

Patrol Types

_____ 6. foot

_____ 7. vehicle

_____ 8. specialized

Advantages

a. Patrol activities can be done more efficiently.
b. It takes fewer officers to patrol a given area.
c. Officers have an opportunity to develop close contacts with people on the beat.
d. Officers can quickly respond to calls for aid.
e. A sense of pride can be developed in the department.
f. Officers develop good working knowledge of the patrol area.

For questions 9–11, match the disadvantages listed on the right with the patrol types listed on the left. Write the letter(s) of the disadvantage(s) by the number of the patrol type.

Patrol Types

_____ 9. foot

_____ 10. vehicle

_____ 11. specialized

Disadvantages

a. Additional training is required.
b. Supervision is difficult.
c. It can be expensive to implement.
d. It allows little direct contact with citizens.
e. It permits little knowledge of the physical layout of the patrol area.
f. Pursuit capabilities are limited.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (I: D-1).

Answers to Pretest (I: D-1)

1. b
2. b, c, e, f, g, i, j
3. b
4. b, c, g
5. a, d, e, f
6. c, f
7. b, d
8. a, e
9. b, f
10. d, e
11. a, c

Posttest (I: D-1)

1. The **main goal** of patrol officers is:

   a. to check businesses and residential areas for security.
   b. to protect the lives and property of all citizens.
   c. to follow all directions given by superiors.
   d. to remove the desire and opportunity for a person to commit a crime.

2. Which of the following are tasks of patrol officers?

   a. conducting stake-outs
   b. securing crime scenes
   c. checking residential areas for security
   d. aggressive patrolling
   e. making arrests
   f. checking business areas for security
   g. elimination of criminals
   h. checking abandoned vehicles
   i. answering motorist service calls
   j. checking suspicious persons

3. The **main responsibility** of patrol officers is:

   a. checking all suspicious individuals and vehicles.
   b. removing the desire of individuals to commit a crime.
   c. answering all calls for aid from their beat.
   d. protecting life and property of all citizens.

4. From the list below, identify the **three** basic types of patrols by circling the letter for each.

   a. marine
   b. K-9
   c. vehicle
   d. foot
   e. motorcycle
   f. specialized
   g. air

5. From the list in question 4, identify **four** types of special patrols. Write the letters on the line below.

   ____

For questions 6-8, match the advantages listed in the column on the right with the patrol types listed on the left. Write the letter(s) of the disadvantage(s) on the lines by the patrol types.

Patrol Types

_____ 6. foot

_____ 7. vehicle

_____ 8. specialized

Advantages

a. Officers can pursue a suspect for greater distances.
b. Officers can quickly respond to calls for aid.
c. It takes fewer officers to patrol a given area.
d. Officers may be able to anticipate incidents.
e. Patrol activities can be done more efficiently.
f. Officers have an opportunity to develop close contacts with people on the beat.
g. A sense of pride can be developed within the department.
h. Officers develop a good working knowledge of the patrol area.

For questions 9-11, match the disadvantages listed in the column on the right with the patrol types listed on the left. Write the letter(s) of the disadvantage(s) on the lines by the patrol types.

Patrol Types

_____ 9. foot

_____ 10. vehicle

_____ 11. specialized

Disadvantages

a. It may cause a lack of involvement in other departmental activities.
b. It allows little direct contact with citizens.
c. Pursuit capabilities are limited.
d. Additional training is required.
e. It can be expensive to operate.
f. Supervision is difficult.
g. It permits little knowledge of local problems.
h. It permits little knowledge of the physical layout.
i. It can be expensive to implement.

Give the completed test to your instructor.

Answers to Posttest (I: D-1)

1. d
2. a, b, c, e, f, h, j
3. d
4. c, d, f
5. a, b, e, g
6. d, f, h
7. a, b, c
8. e, g
9. c, e, f
10. b, g, h
11. a, d, i

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the two basic types of investigations.
2. Identify the purpose of a criminal investigation.
3. Identify two basic methods of collecting information about the crime from the people involved.
4. Identify one desirable characteristic of an investigator conducting an interview.
5. Identify two categories of evidence.
6. Match methods of marking to specific types of evidence.
7. Identify seven preliminary tasks that a law enforcement officer may be required to perform at a crime scene.
8. Match task descriptions with crime scene job titles.
9. Identify three types of final crime scene searches.

Performance Objectives

1. Given a simulated crime scene, evidence tags, evidence report forms, and containers, your students should be able to collect, record, and store the evidence without destroying its value in court. Students' performances should be evaluated by using the first Performance Checklist (I: D-2a) included in this section.
2. Given a simulated crime scene and other team members to work with, your students should be able to function in any of the ten identified team crime scene jobs. Students' performances should be evaluated by using the second Performance Checklist (I: D-2b) included in this section.

The student's performance should be rated "A" (acceptable) on all items.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the purpose of a criminal investigation.
3. Describe and discuss two basic types of investigations.
4. Describe and discuss the two basic methods of collecting information about the crime from the people involved: interview and interrogation.
5. Define and discuss two categories of evidence.
6. Identify and discuss the eleven major tasks that law enforcement officers may be required to do at a crime scene.
7. Identify and discuss in depth the ten jobs which a law enforcement officer may be required to do at a crime scene.
8. Discuss and demonstrate methods of marking specific types of evidence.
9. Describe and discuss the desirable characteristics of investigators.
10. Describe and discuss the three final crime scene searches.
11. For the practical exercise and the performance tests, **check your school policy regarding liability in students' safety and matters of privacy** and adapt criminal investigation activities accordingly. Make sure you are present when your students do the practical exercise or take the performance tests.

Supporting Activities

Ask students to be aware of how actors portraying law enforcement officers conduct crime scene investigations in movies and television shows, and have your class critique their procedures.

Tools, Equipment, and Supplies

1. toy weapons and simulated evidence for practical exercises and performance tests
2. evidence containers

Forms

1. evidence tags
2. evidence report forms

NOTE: One sample evidence report form is included on the following page.

UCR CODE ________________

DATE OF ORG. REPORT ________________

TIME OF ORG. REPORT ________________

EVIDENCE — PROPERTY REPORT

PAGE _____ OF _____ PAGES

Incident Number

A Report Contains: (01) ( ) Evidence ( ) Found Property ( ) Lost Property ( ) Stolen Property ( ) Recovered Property ( ) Personal Property ( ) Other

B Incident Type: (01)

Location: (02) ( ) Stolen ( ) Lost ( ) Confiscated ( ) Recovered ( ) Found

AT: ________________

C

Code (01)	Quantity (02)	Description: (03) (Type, Make, Model, Color, Serial, Marks, Etc)	Taken (04)	Recovered (05)
1.			$	$

D Person Initially Finding, Recovering, Confiscating: (01) (Person's Code:) Or (I.D. #) Totals: $ $

E

Initial Submitting Officer (Name) (01)	I.D. # (02)	Date Submitted (03)	Time Submitted (04)

F

Owner's Name (01)	Code: (02)	Address (03)	Phone No. (04)

G Date Owner Notified For Pickup: (01) Notified By: (I.D. #) (02)

H Processing Requests: (Specify Type) (01)

I Final Disposition Only: Item No/s: (02)

Disposition: (01) Item # ________ ( ) Released To Owner Item # ________ ( ) Submitted To Court Item # ________ ( ) Destroyed Item # ________ ( ) Other

Explanation: ________________

Signature: ________________ Date: ________ Time: ________

J Comments - Information - Additional Listings (Line C Cont'd.) — Etc.

K Space Reserved For Property/Evidence Section/

L

Officer's Signature (01)	Date (02)	Reviewed By (Signature) (03)	Date (04)

Criminal Investigation and Physical Evidence Handbook. 2nd ed., Madison, Wis.: Crime Laboratory Bureau, Wisconsin Department of Justice, 1973.

Erven, C. C. Criminal Investigation and Interrogation: Study Guide. Santa Cruz: Davis Publishing Co., 1973.

Klotter, John C. Legal Guide for Police, Detention, Arrest, Search and Seizure, Questioning, Identification. Cincinnati: The W.H. Anderson Publishing Co., 1977.

Markle, A. Criminal Investigation and Presentation of Evidence. St. Paul: West Publishing Co., 1976.

Mulvaney, R. E. Techniques of Criminal Investigation. Santa Cruz: Davis Publishing Co., 1976.

O'Hara, C. E. Fundamentals of Criminal Investigation. 4th ed., Springfield, Ill.: Charles C. Thomas, 1976.

Preliminary Investigation. Training Key #260. Gaithersburg, Md: International Association of Chiefs of Police, 1978.

Reducing Victim/Witness Intimidation: A Package. Washington, D.C.: American Bar Association, 1980.

Schultz, D. Criminal Investigation Techniques. Houston: Gulf Publishing Co., 1978.

Scott, J. Investigative Methods. Reston, Va.: Reston Publishing Co., 1978.

Stone, A., and Deluca, S. Investigating Crimes: An Introduction. Boston: Houghton Mifflin Co., 1980.

Lazo, D. T. Investigative Procedure and the Intelligence Function. San Jose, Calif.: Lansford Publishing Co., Inc., 1975. (4 video cassette tapes, Student Handbook, and Teacher's Guide)

Crime Scene Sketching. Niles, Ill.: Police Science Services, Inc., 1979. (80 slides, audio cassette, study notes, and Instructor Guide)

Recording the Scene. Niles, Ill.: Police Science Services, Inc., 1977. (80 slides, audio cassette, study notes, and Instructor's Guide)

Evidence Law. Niles, Ill.: Police Science Services, Inc., 1982. (80 slides, audio cassette, Instructor's Guide, script, study notes, quiz with answers)

Pretest (I: D-2)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Which of the following identifies two basic types of investigations?

   a. criminal and accident
   b. criminal and internal
   c. internal and accident
   d. criminal and external

2. The purpose of a criminal investigation is:

   a. to identify witnesses.
   b. to identify suspects.
   c. to identify victims.
   d. to identify sources of evidence.

3. Which of the following are two basic methods of collecting information from the people involved for criminal investigations?

   a. witnesses and informants
   b. interviews and informants
   c. informants and interrogations
   d. interviews and interrogations

4. Which of the following are two basic categories of evidence?

   a. real and circumstantial
   b. factual and circumstantial
   c. real and simulated
   d. real and direct

5. From the following list, identify at least **seven** tasks that a law enforcement officer may be required to perform at a crime scene.

   a. Interrogate the suspect.
   b. Note all conditions, events, and remarks.
   c. Supervise all persons in the area.
   d. Arrange for the evidence to be collected.
   e. Report the incident fully and accurately.
   f. Maintain close radio contact with supervisors.
   g. Interview the witnesses.
   h. Yield responsibility to follow-up investigators.

(continued)

i. **Provide information for reporters.**
j. **Locate and identify witnesses.**
k. **Render assistance to the injured.**
l. **Protect the crime scene.**
m. **Provide traffic control.**
n. **Effect the arrest of the suspect.**
o. **Maintain the crime scene.**

For questions 6-15, match the following crime scene investigation task descriptions with the job titles by writing the letter of the task by the number for the job title.

Job Titles

_____ 6. officer in charge

_____ 7. guard

_____ 8. note taker

_____ 9. sketcher

_____ 10. evidence collector

_____ 11. fingerprinter

_____ 12. photographer

_____ 13. interviewer

_____ 14. first aid administrant

_____ 15. measurer

Tasks

a. aids investigators in collecting information
b. obtains elimination prints
c. is first on the scene
d. records Who, What, Where, When, How, and Why
e. conducts final crime scene searches
f. provides exploded charts
g. provides local, immediate, and detailed scenes
h. stabilizes the injured
i. ensures a chain of custody
j. normally works with sketcher
k. ropes off crime scene

16. Which of the following identifies **three** types of final crime scene searches?

a. wall, gripe, and strip
b. wall, grid, and outward spiral
c. wall, strip, and outward spirl
d. wall, strip, and inward spiral

17. Which of the following is a desirable characteristic for an investigator?

    a. He/she should be able to draw conclusions about the case quickly.
    b. He/she should be able to keep personal biases from affecting the outcome of the investigation.
    c. He/she should always speak on the level of a college graduate to show people he/she is a learned individual.
    d. He/she should have the ability to ask witnesses and suspects leading questions.

For questions 18-24, match the evidence listed on the left with the prescribed method for marking that specific evidence on the right by writing the letter of the method by the number for the type of evidence.

Evidence

_____ 18. shattered glass

_____ 19. fired bullet (recovered)

_____ 20. shotgun shells

_____ 21. loaded cartridges

_____ 22. fired cartridge case

_____ 23. trace evidence

_____ 24. pellets and wads

Method for Marking

a. Use druggist folds, place in envelope, initial, date, and label.
b. Mark inside and outside, and place separately in package.
c. Seal in container and mark the container.
d. Clear side and mark initials.
e. Mark inside the open end or place information on a small piece of paper and insert it in the open end.
f. Mark initials on base or pack in container and mark the container.
g. Mark initials, date, and chamber number on side.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (I: D-2).

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Answers to Pretest (I: D-2)

1. a
2. b
3. d
4. d
5. (any seven) a, b, d, e, g, h, j, k, l, n, o
6. c
7. k
8. d
9. f
10. i
11. b
12. g
13. a
14. h
15. j
16. d
17. b
18. b
19. f
20. d
21. g
22. e
23. a
24. c

1. Two basic types of investigations are:

   a. internal and crime scene.
   b. special and accident.
   c. accident and criminal.
   d. crime scene and special.

2. Which of the following identifies the purpose of a criminal investigation?

   a. to identify the suspect or suspects
   b. to identify sources of evidence
   c. to identify the purpose of the crime
   d. to identify witnesses of the crime

3. The two basic sources for collecting information from the people involved in criminal investigations are:

   a. informants and witnesses.
   b. informants and interrogations.
   c. interviews and interrogations.
   d. interviews and informants.

4. Two basic categories of evidence are:

   a. circumstantial and real.
   b. circumstantial and simulated.
   c. factual and circumstantial.
   d. real and direct.

5. Identify at least **seven** tasks that a law enforcement officer may be required to perform at a crime scene.

   a. Interview the witnesses.
   b. Arrange for all evidence to be collected.
   c. Maintain the crime scene.
   d. Yield responsibility to follow-up investigators.
   e. Report the incident fully and accurately.
   f. Locate and identify witnesses.
   g. Provide traffic control.
   h. Effect the arrest of the suspect.
   i. Protect the crime scene.
   j. Provide crowd control.
   k. Note all conditions, events, and remarks.
   l. Render assistance to the injured.
   m. Provide information for reporters.
   n. Maintain close radio contact with supervisors.
   o. Supervise all persons in the area.
   p. Interrogate the suspect.

For questions 6-15, match the task descriptions listed below with the appropriate crime scene investigator job title. Write the letter of the task on the line by the job title.

Job Titles

_____ 6. officer in charge

_____ 7. guard

_____ 8. note taker

_____ 9. sketcher

_____ 10. evidence collector

_____ 11. fingerprinter

_____ 12. photographer

_____ 13. interviewer

_____ 14. first aid administrant

_____ 15. measurer

Tasks

a. uses measurements and legends for identification purposes
b. locates and lifts prints at the crime scene
c. records date, time, distance from lens to subject, etc.
d. checks the crime scene for witnesses
e. provides the basis for the recall of specific facts more clearly and accurately
f. usually works closely with the sketcher as a team
g. insures implementation of preliminary tasks
h. conducts final crime scene searches
i. photographs evidence in its place before it is moved
j. applies immediate first aid
k. locks all inside doors

For questions 16-23, match the method for marking specific types of evidence with the type of evidence for which it is used by writing the letter for the method by the number for the evidence.

Evidence Type

_____ 16. fired bullet (recovered)

_____ 17. loaded cartridges

_____ 18. trace evidence

_____ 19. tools and tool marks

_____ 20. shattered glass

_____ 21. shotgun shells

Marking Method

a. Mark with initials and label where and when found.
b. Mark initials, date, and chamber number on side.
c. Mark inside the open end or place information on a small piece of paper and insert it in the open end.

(continued)

_____ 23. fired cartridge case

_____ 24. pellets and wads

d. Seal in container and mark the container.
e. Use druggist folds, place in envelope, initial, date, and label.
f. Mark initials on base or pack in container and mark the container.
g. Clear side and mark initials.
h. Mark inside and outside, and place separately in packages.

24. One desirable characteristic of an investigator would be the ability to:

    a. help witnesses put their stories into words appropriate for law enforcement reports.
    b. disregard the mannerisms and emotional state of witnesses and listen to what they are saying.
    c. draw conclusions about the case as soon as possible after his/her arrival at the crime scene.
    d. establish a harmonious relationship with the person being interviewed.

25. What are the three final crime searches called?

    a. wall, gripe, and strip
    b. wall, strip, inward spiral
    c. wall, grid, outward spiral
    d. grid, inward spiral, outward spiral

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test (I: D-2a and D-2b).

Answers to Posttest (I: D-2)

1. c
2. a
3. c
4. d
5. (any seven) a, b, c, d, e, f, h, i, k, l, p
6. a
7. k
8. e
9. a
10. i
11. b
12. c
13. d
14. j
15. f
16. f
17. b
18. e
19. a
20. h
21. g
22. c
23. d
24. d
25. b

Performance Checklist
I: D-2a Collect, Record, and Store Evidence

Student's Name: ____________________

Evaluator: ____________________ Date: ____________

	Evaluator's Rating		
Tasks	A*	NA**	Comments
1. Record exact location of each piece of evidence.			
2. Request that evidence be photographed.			
3. Do not move evidence until told that it has been photographed.			
4. Mark and tag each piece of evidence properly.			
Included on evidence tag:			
• Incident number			
• Item number			
• Name			
• I.D. number			
• Date/time			
• Appropriate remarks			
5. Maintain evidence properly.			
Included in evidence report:			
• Incident number			
• Report type			
• Incident type			
• Location			
• Item number			

*A: Acceptable
**NA: Not Acceptable

	Evaluator's Rating		
	A	NA	Comments
Tasks			
• Quantity			
• Description			
• Name			
• I.D. number			
• Date			
• Time			
• Owner's name			
• Owner's address			
• Owner's phone number			
6. Turn evidence in to the teacher as custodian and request the following:			
• Signature			
• I.D. number			
• Date			
• Time			
• Security location			

Performance Checklist
I: D-2b Work as a Member of Crime Scene Team

Student's Name: ____________________

Evaluator: ____________________ Date: __________

Tasks	Evaluator's Rating A*	NA**	Comments
1. Check for injuries.	___	___	______________
2. Treat injured if needed.	___	___	______________
3. Rope off or secure crime scene and place guard.	___	___	______________
4. Contact complainant.	___	___	______________
5. Interview complainant and make report.	___	___	______________
6. Check for witnesses.	___	___	______________
7. Pick officer in charge.	___	___	______________
8. Assign jobs.	___	___	______________
9. Sketch crime scene.	___	___	______________
10. Measure crime scene.	___	___	______________
11. Photograph crime scene and identify properly.	___	___	______________
12. Fingerprint scene and identify properly.	___	___	______________
13. Collect and properly identify evidence.	___	___	______________

*A: Acceptable
**NA: Not Acceptable

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Match accident investigation terms with their definitions.
2. List type and severity classifications of motor vehicle accidents.
3. Identify operational factors which cause traffic accidents.
4. Identify conditional factors and the attributes and modifiers which cause traffic accidents.
5. Identify the nine steps that an officer follows during an accident investigation.
6. Identify the additional evidence that is required when an accident results in death or major injury.
7. Identify five groups which are most often involved in pedestrian accidents.
8. List the information which should be collected during the investigation of a hit-and-run accident.

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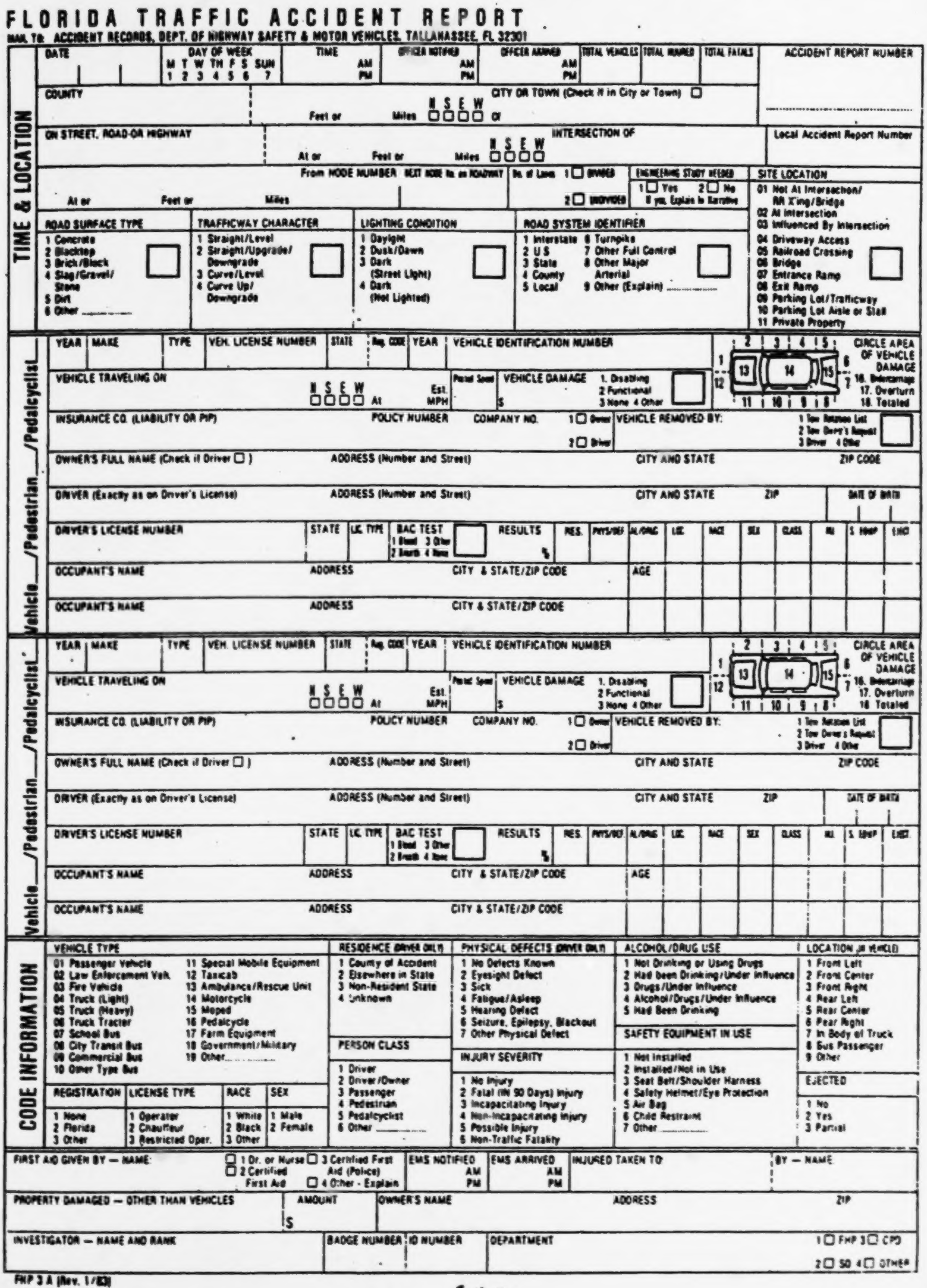
1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the accident investigation terms and definitions, and answer questions students may have about them.
3. Discuss the classification of motor vehicle traffic accidents by type and severity.
4. Discuss the causes of traffic accidents. Explain the two basic types of factors which are the causes: operational (acts) and conditional (attributes).
5. Explain the two levels of operational factors in traffic accidents and explain that failure in the performance of these acts (factors) may occur in any or all of the three phases of the operation of the vehicle: recognition, decision, and performance.
6. Explain the conditional factors which contribute to traffic accidents. Explain the concepts of attribute and modifier as related to accidents, and discuss the attributes and modifiers of the conditional factors of trafficways, vehicles, and people.
7. Discuss the nine steps an officer should follow from the time s(he) is notified of the accident until the accident scene investigation is complete.
8. Discuss the additional evidence required when an accident results in a death or a major injury. Distinguish between reported and investigated accidents. Emphasize the importance of the quality of evidence when death or injury is involved.
9. Discuss the five groups which are most often involved in pedestrian accidents and the educational programs which can be set up to make people more aware of this problem.
10. Discuss hit-and-run accidents and the special problems involved in such an investigation.

Supporting Activities

Have students fill out an accident report. This will serve as an introduction to the section, "Report Writing," which describes proper report completion in more detail.

Florida Traffic Accident Report

NOTE: One sample report form is included on the following pages.



FLORIDA TRAFFIC ACCIDENT REPORT

MAIL TO: ACCIDENT RECORDS, DEPT. OF HIGHWAY SAFETY & MOTOR VEHICLES, TALLAHASSEE, FL 32301

TIME & LOCATION

DATE | DAY OF WEEK M T W TH F S SUN 1 2 3 4 5 6 7 | TIME AM PM | OFFICER NOTIFIED AM PM | OFFICER ARRIVED AM PM | TOTAL VEHICLES | TOTAL INJURED | TOTAL FATALS | ACCIDENT REPORT NUMBER

COUNTY | Feet or Miles N S E W ☐☐☐☐ of | CITY OR TOWN (Check if in City or Town) ☐

ON STREET, ROAD OR HIGHWAY | At or Feet or Miles N S E W ☐☐☐☐ | INTERSECTION OF | Local Accident Report Number

At or Feet or Miles | From NODE NUMBER | NEXT NODE No. on ROADWAY | No. of Lanes 1☐ DIVIDED 2☐ UNDIVIDED | ENGINEERING STUDY NEEDED 1☐ Yes 2☐ No If yes, Explain in Narrative

ROAD SURFACE TYPE ☐
1 Concrete
2 Blacktop
3 Brick/Block
4 Slag/Gravel/Stone
5 Dirt
6 Other ________

TRAFFICWAY CHARACTER ☐
1 Straight/Level
2 Straight/Upgrade/Downgrade
3 Curve/Level
4 Curve Up/Downgrade

LIGHTING CONDITION ☐
1 Daylight
2 Dusk/Dawn
3 Dark (Street Light)
4 Dark (Not Lighted)

ROAD SYSTEM IDENTIFIER ☐
1 Interstate
2 U S
3 State
4 County
5 Local
6 Turnpike
7 Other Full Control
8 Other Major Arterial
9 Other (Explain) ________

SITE LOCATION ☐
01 Not At Intersection/RR X'ing/Bridge
02 At Intersection
03 Influenced By Intersection
04 Driveway Access
05 Railroad Crossing
06 Bridge
07 Entrance Ramp
08 Exit Ramp
09 Parking Lot/Trafficway
10 Parking Lot Aisle or Stall
11 Private Property

Vehicle ___/Pedestrian ___/Pedalcyclist ___

YEAR | MAKE | TYPE | VEH. LICENSE NUMBER | STATE | Reg. CODE | YEAR | VEHICLE IDENTIFICATION NUMBER

VEHICLE TRAVELING ON | N S E W ☐☐☐☐ At | Est. MPH | Posted Speed | VEHICLE DAMAGE $ | 1. Disabling 2 Functional 3 None 4 Other ☐

CIRCLE AREA OF VEHICLE DAMAGE
16. Undercarriage
17. Overturn
18. Totaled

INSURANCE CO. (LIABILITY OR PIP) | POLICY NUMBER | COMPANY NO. | 1☐ Owner 2☐ Driver | VEHICLE REMOVED BY: | 1 Tow Rotation List 2 Tow Owner's Request 3 Driver 4 Other ☐

OWNER'S FULL NAME (Check if Driver ☐) | ADDRESS (Number and Street) | CITY AND STATE | ZIP CODE

DRIVER (Exactly as on Driver's License) | ADDRESS (Number and Street) | CITY AND STATE | ZIP | DATE OF BIRTH

DRIVER'S LICENSE NUMBER | STATE | LIC. TYPE | BAC TEST 1 Blood 3 Other 2 Breath 4 None ☐ | RESULTS % | RES. | PHYS/DEF | AL/DRG | LOC | RACE | SEX | CLASS | INJ | S. EQUIP | EJECT

OCCUPANT'S NAME | ADDRESS | CITY & STATE/ZIP CODE | AGE

OCCUPANT'S NAME | ADDRESS | CITY & STATE/ZIP CODE

Vehicle ___/Pedestrian ___/Pedalcyclist ___

YEAR | MAKE | TYPE | VEH. LICENSE NUMBER | STATE | Reg. CODE | YEAR | VEHICLE IDENTIFICATION NUMBER

VEHICLE TRAVELING ON | N S E W ☐☐☐☐ At | Est. MPH | Posted Speed | VEHICLE DAMAGE $ | 1. Disabling 2 Functional 3 None 4 Other ☐

CIRCLE AREA OF VEHICLE DAMAGE
16. Undercarriage
17. Overturn
18. Totaled

INSURANCE CO. (LIABILITY OR PIP) | POLICY NUMBER | COMPANY NO. | 1☐ Owner 2☐ Driver | VEHICLE REMOVED BY: | 1 Tow Rotation List 2 Tow Owner's Request 3 Driver 4 Other ☐

OWNER'S FULL NAME (Check if Driver ☐) | ADDRESS (Number and Street) | CITY AND STATE | ZIP CODE

DRIVER (Exactly as on Driver's License) | ADDRESS (Number and Street) | CITY AND STATE | ZIP | DATE OF BIRTH

DRIVER'S LICENSE NUMBER | STATE | LIC. TYPE | BAC TEST 1 Blood 3 Other 2 Breath 4 None ☐ | RESULTS % | RES. | PHYS/DEF | AL/DRG | LOC | RACE | SEX | CLASS | INJ | S. EQUIP | EJECT

OCCUPANT'S NAME | ADDRESS | CITY & STATE/ZIP CODE | AGE

OCCUPANT'S NAME | ADDRESS | CITY & STATE/ZIP CODE

CODE INFORMATION

VEHICLE TYPE
01 Passenger Vehicle
02 Law Enforcement Veh.
03 Fire Vehicle
04 Truck (Light)
05 Truck (Heavy)
06 Truck Tractor
07 School Bus
08 City Transit Bus
09 Commercial Bus
10 Other Type Bus
11 Special Mobile Equipment
12 Taxicab
13 Ambulance/Rescue Unit
14 Motorcycle
15 Moped
16 Pedalcycle
17 Farm Equipment
18 Government/Military
19 Other________

REGISTRATION
1 None
2 Florida
3 Other

LICENSE TYPE
1 Operator
2 Chauffeur
3 Restricted Oper.

RACE
1 White
2 Black
3 Other

SEX
1 Male
2 Female

RESIDENCE (DRIVER ONLY)
1 County of Accident
2 Elsewhere in State
3 Non-Resident State
4 Unknown

PERSON CLASS
1 Driver
2 Driver/Owner
3 Passenger
4 Pedestrian
5 Pedalcyclist
6 Other ________

PHYSICAL DEFECTS (DRIVER ONLY)
1 No Defects Known
2 Eyesight Defect
3 Sick
4 Fatigue/Asleep
5 Hearing Defect
6 Seizure, Epilepsy, Blackout
7 Other Physical Defect

INJURY SEVERITY
1 No Injury
2 Fatal (IN 90 Days) Injury
3 Incapacitating Injury
4 Non-Incapacitating Injury
5 Possible Injury
6 Non-Traffic Fatality

ALCOHOL/DRUG USE
1 Not Drinking or Using Drugs
2 Had been Drinking/Under Influence
3 Drugs/Under Influence
4 Alcohol/Drugs/Under Influence
5 Had Been Drinking

SAFETY EQUIPMENT IN USE
1 Not Installed
2 Installed/Not in Use
3 Seat Belt/Shoulder Harness
4 Safety Helmet/Eye Protection
5 Air Bag
6 Child Restraint
7 Other ________

LOCATION IN VEHICLE
1 Front Left
2 Front Center
3 Front Right
4 Rear Left
5 Rear Center
6 Rear Right
7 In Body of Truck
8 Bus Passenger
9 Other

EJECTED
1 No
2 Yes
3 Partial

FIRST AID GIVEN BY — NAME: | ☐ 1 Dr. or Nurse ☐ 2 Certified First Aid ☐ 3 Certified First Aid (Police) ☐ 4 Other - Explain | EMS NOTIFIED AM PM | EMS ARRIVED AM PM | INJURED TAKEN TO | BY — NAME

PROPERTY DAMAGED — OTHER THAN VEHICLES | AMOUNT $ | OWNER'S NAME | ADDRESS | ZIP

INVESTIGATOR — NAME AND RANK | BADGE NUMBER | ID NUMBER | DEPARTMENT | 1☐ FHP 3☐ CPD 2☐ SO 4☐ OTHER

FHP 3 A (Rev. 1/83)

DIAGRAM

INDICATE NORTH WITH ARROW

POINT OF IMPACT

V____ V____ ☐ ☐

01 Front
02 Right Front
03 Right Side
04 Right Rear
05 Rear
06 Left Rear
07 Left Side
08 Left Front
09 Top/Bottom
10 Unknown/None

NARRATIVE

FIRST/SUBSEQUENT HARMFUL EVENT

F ☐ S ☐

01 Collision With Pedestrian
02 Collision With Moped
03 Collision With Animal
04 Collision With Train
05 Collision With Pedalcycle
06 Collision With Traffic Gate
07 Collision With Parked Car
08 Collision With Construction Barricade/Sign in Rd
09 Collision With Movable Object in Road
10 Collision With Fixed Object Above Road
11 Collision With MV in Transport (Head-On)
12 Collision With MV in Transport (Rear-End)
13 Collision With MV in Transport (Left Turn)
14 Collision With MV in Transport (Right Turn)
15 Collision With MV in Transport (Angle)
16 Collision With MV in Transport (Sideswipe)
17 Collision With MV in Transport (Backed Into)
18 Collision With MV on Other Roadway
19 Collision With Crash Attenuators
20 Tractor/Trailer Jackknifed
21 Occupant Fell From Vehicle
22 MV Hit Bridge Pier/Abutment/Rail
23 MV Hit Utility Pole/Light Pole
24 MV Hit Concrete Barrier Wall
25 MV Ran Into Ditch/Culvert
26 MV Hit Other Fixed Object
27 MV Hit Sign/Sign Post
28 MV Hit Fence
29 MV Hit Tree/Shrubbery
30 MV Hit Guardrail
31 Ran Off Road/Into Water
32 Overturned
33 Fire
34 Explosion
35 Other ______

VEHICLE ACTION

V____ V____ ☐ ☐

1 Phantom
2 Hit & Run

CONTRIB. CAUSES/DRIVER/PED /PED-CYCLE

D____ D____ ☐ ☐ ☐ ☐ ☐ ☐

01 No Improper Driving
02 DWI
03 Had Been Drinking
04 Drugs/Under Influence
05 Careless Driving
06 Improper Turn
07 Improper Passing
08 Improper Backing
09 Improper Lane Change
10 Drove Left of Center
11 Disregarded Stop Sign
12 Disregarded Traffic Signal
13 Disregarded Other Traffic Control
14 Followed Too Closely
15 Failed to Yield Right-of-Way
16 Driving Wrong Side/Way
17 Equipment/Vehicle Defect
18 Exceeded Stated Speed Limit
19 Exceeded Safe Speed Limit
20 Other Improper Driving
21 All Other______

CONTRIBUTING CAUSES/VEHICLE

V____ V____ ☐ ☐ ☐ ☐

01 No Defects
02 Defective Brakes
03 Puncture/Blowout
04 Worn/Smooth Tires
05 Steering Mechanism
06 Windshield Wipers
07 Fire (Vehicle Defect)
08 Defective/Improper Lights
09 Other ______
10 Unknown

VEHICLE MOVEMENT

V____ V____ ☐ ☐

01 Straight Ahead
02 Making Right Turn
03 Making Left Turn
04 Making U-Turn
05 Changing Lanes
06 Backing
07 Properly Parked
08 Improperly Parked
09 Enter/Leave Parking Space
10 Slowing/Stopped/Stalled

PEDESTRIAN/PEDALCYCLIST ACTION

P____ P____ ☐ ☐

01 Playing in Road
02 Standing in Road
03 Off Roadway
04 Working in Road
05 Crossing at Intersection
06 Crossing/Not at Intersection
07 Travel in Road With Traffic
08 Travel in Road Against Traffic
09 Pushing/Working on Vehicle in Road
10 Other in Roadway (Explain)
11 Unknown

PEDESTRIAN/PEDAL-CYCLIST CLOTHING

P____ P____ ☐ ☐

1 Mixed
2 Light
3 Dark

WEATHER

☐

1 Clear
2 Cloudy
3 Rain
4 Fog
5 Other ______

VEHICLE FUNCTION

V____ V____ ☐ ☐

1 None
2 Pulling Small Trailer
3 Pulling Semi-Trailer
4 Pulling Tank Trailer
5 Pulling House Trailer
6 Pulling Tandem Trailer/Tanker
7 Pulling Other Vehicle
8 Vehicle Being Towed/Pushed
9 Emergency Operation

VIOLATION (OFFENSE CHARGED)

D____ D____ ☐ ☐ ☐ ☐ ☐ ☐

01 No Violation Indicated
02 DWI
03 Manslaughter
04 Improper Backing
05 Improper Passing
06 Improper Turn/Signal
07 No/Improper Tag
08 Followed Too Closely
09 Careless Driving
10 Left Scene of Accident
11 Violation of Right-of-Way
12 Defective Equipment
13 Disregarded Traffic Signal
14 Exceeded Safe/Posted Speed
15 Driving/Wrong Side/Way on Road
16 No/Improper Use of Lights
17 Failed to Have Safety Signals
18 No/Improper Driver License
19 Unauthorized Person Driving
20 Violation Of Loading/Towing Regulations
21 Flee/Attempt to Elude Law Officer
22 Possession/Under Influence of Drugs
23 Other Violation
24 No Offense Charged

CONTRIBUTING CAUSES/ROAD

☐ ☐

1 No Defects
2 Shoulders/Soft/Low/High
3 Loose Surface Materials
4 Holes/Ruts/Unsafe Paved Edge
5 Standing Water
6 Worn/Polished Road Surface
7 Road Under Repair/Constr.
8 Obstruction With/Without Warning
9 Other ______

CONTRIBUTING CAUSES/ ENVIRONMENT

☐ ☐

1 Vision Not Obscured
2 Inclement Weather
3 Trees/Crops/Bushes
4 Sign/Billboard
5 Load on Vehicle
6 Building/Fixed Object
7 Parked Vehicle
8 Other ______

TRAFFIC CONTROL

☐

1 No Control
2 Stop Sign
3 Yield Sign
4 Traffic Signal
5 Caution/Flashing Light
6 Officer/Guard/Flagman
7 Railroad Signal
8 Posted Speed Zone
9 Other ______

LOCATION ON ROADWAY

V____ V____ ☐ ☐

1 Not On Roadway
2 On Roadway
3 Shoulder
4 Median
5 Turn Lane/Safety Zone

ROAD SURFACE/ CONDITION

☐

1 Dry
2 Wet
3 Slippery
4 Icy
5 Other

HAZARDOUS MATERIALS BEING TRANSPORTED

V____ V____ ☐ ☐

1 None
2 Flammable Liquid
3 Corrosive Materials
4 Explosives
5 Radioactive Materials
6 Poisonous Gas
7 Other

DRIVING ABILITY QUESTIONABLE RECOMMEND RE-EXAM

1 Yes 2 No D____ ☐ D____ ☐

If Yes, explain in Narrative/Supplemental Report

WITNESS-NAME	ADDRESS	CITY & STATE	ZIP
1			
2			

ARREST — NAME	CHARGE	CITATION NUMBER

ARREST — NAME	CHARGE	CITATION NUMBER

WAS INVESTIGATION MADE AT SCENE?	IS INVESTIGATION COMPLETE?	DATE OF REPORT	PHOTOS TAKEN?
☐ 1 Yes ☐ 2 No — Where?	☐ 1 Yes ☐ 2 No — Why?	| |	☐ 1 Yes ☐ 2 No ☐ 3 Investigation Agency ☐ 4 Other ______

Page ______ Of ______

Reference Materials

Fatal Vehicle Accidents, Training Key No. 221, Gaithersburg, Md.: International Association of Chiefs of Police, 1974.

Traffic Accident Investigators Manual for Police, Evanston, Ill.: Northwestern University Traffic Institute, 1969.

Downey, P., and S. A. Guilford. Accident Investigation. Boston: WGBH Education Foundation, 1974.

Accident Investigation. Northbrook, Ill.: Motorola Teleprograms, Inc., (10 min., 16mm color film), 1974.

Accident Investigation. Northbrook, Ill.: Motorola Teleprograms, Inc., (20 min., 16mm color film), 1974.

Field Training and Collision Investigation. Rockville, Md.: National Criminal Justice Reference Service, (microfiche).

Hit and Run Investigation. Northbrook, Ill.: Motorola Teleprograms, Inc., (10 min. 16mm color film), 1974.

Interpreting and Photographing Vehicular Damage and the Crash Scene —Field Training. Rockville, Md.: National Criminal Justice Reference Service, (microfiche).

Pretest (I: D-3)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

For questions 1-10, choose the correct definition from the list on the right for each accident investigation term listed on the left. Write the letter of the definition by the correct term.

Terms

_____ 1. driving strategy

_____ 2. evasive action

_____ 3. in transport

_____ 4. motor vehicle

_____ 5. nonfatal damage accident

_____ 6. pedestrian conveyance

_____ 7. perception

_____ 8. point of possible perception

_____ 9. safe speed

_____ 10. trafficway

Definitions

a. state or condition of vehicle when in use; primarily for moving persons or property (including the vehicle itself) from one place to another and is in motion or in readiness for motion or on a roadway, but not parked in a designated parking area

b. a speed adjusted to the potential or possible hazards of the road and traffic situation ahead

c. seeing, feeling, or hearing and understanding the unusual or unexpected movement or condition that could be taken as a sign of an accident about to happen

d. reaction of the driver of a traffic unit to a dangerous situation

e. entire width between boundary lines of every way or place open to the public for purposes of vehicular traffic as a matter of right or custom

(continued)

f. any action while a traffic unit is on a trip which increases or decreases the probability of successful evasive action by that unit if a hazard develops
g. any human-powered device by which a pedestrian may move, or by which a person may move another pedestrian, other than by pedaling
h. any motor vehicle accident in which there is no fatal injury to any person, but only damage to the motor vehicle, to other motor vehicles, or to other property including injuries to animals
i. place and time at which the unusual, unexected movement or condition could have been perceived by a normal person
j. any mechanically or electrically powered device, not operated on rails, upon which or by which any person or property may be transported or drawn upon a highway

11. Which of the following identifies the two types of motor vehicle accidents?

    a. collision and fixed object
    b. noncollision and overturning
    c. collision and noncollision
    d. hit-and-run and fixed object

12. Which of the following classifications would be considered the **most** severe motor vehicle accident?

a. accident involving possible injury
b. accident involving nonincapacitating injury
c. accident involving injury
d. accident involving incapacitating injury

13. List the **three** phases during which operational factors may cause a traffic accident.

____
____
____

14. What is the classification of characteristics of trafficways, vehicles, and people as factors in a traffic accident?

a. operational factor
b. conditional factor
c. performance factor
d. positional factor

15. Identify the attributes and modifiers of trafficway factors in the following list. Write **A** for attributes and **M** for modifiers.

_____ a. road damage
_____ b. signals
_____ c. weather
_____ d. visibility
_____ e. artificial light

16. Leaving the cruiser emergency lights on as a warning to other motorists at an accident scene is included in which step of accident investigation?

a. responding to the accident
b. arriving at the accident scene
c. protecting the scene
d. clearing the accident scene

17. List **five** items of additional evidence which are required when an accident results in death or major injury.

____
____
____
____
____

18. Which of the following groups are most often involved in pedestrian accidents? (Choose all correct answers.)

    a. elderly persons and children
    b. middle-aged persons
    c. intoxicated persons and jaywalkers
    d. young adults and bus riders

19. During an investigation of a hit-and-run accident, an officer must: (Choose all correct answers.)

    a. determine the guilt or innocence of the driver.
    b. track down the driver and vehicle that left the scene.
    c. determine the direction in which the vehicle left the scene.
    d. write a description of each witness.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (I: D-3).

Answers to Pretest (I: D-3)

1. f

2. d

3. a

4. j

5. h

6. g

7. c

8. i

9. b

10. e

11. c

12. d

13. recognition
    decision
    performance

14. b

15. a. M
    b. A
    c. M
    d. A
    e. A

16. c

17. Any five of the following:

    - photographs of all physical conditions and evidence
    - measurements of all physical evidence
    - type of road and its condition
    - weather conditions
    - condition of vehicle
    - interviews to check the driver's background
    - report of medical examiner if an autopsy is required

18. a, c

19. b, c

Posttest (I: D-3)

For questions 1-10, choose the correct definition from the list on the right for each accident investigation term listed on the left. Write the letter of the definition by the correct term.

Terms

_____ 1. crucial event

_____ 2. encroachment

_____ 3. factor

_____ 4. hazard

_____ 5. initial contact

_____ 6. maximum engagement

_____ 7. modifiers

_____ 8. motor vehicle accident

_____ 9. roadway

_____ 10. traffic unit

Definitions

a. the first accidental touching of an object collided with by a traffic unit in motion
b. a dynamic situation in which a crucial event will result if direction and acceleration of moving objects continue unchanged
c. that portion of a trafficway which is improved, designed, or ordinarily used for vehicular travel, exclusive of the shoulder
d. greatest collapse or overlap in a collision
e. whatever occurrence the traffic unit would have avoided by escaping the hazard
f. an accident involving a motor vehicle in motion (or part of its load), but not involving aircraft or watercraft
g. movement into the path assigned to another traffic unit
h. circumstances which produce changes in attributes

(continued)

i. any circumstance, either action or condition, connected with a traffic accident without which the accident could not have occurred
j. any person using a trafficway for travel, parking, or other purposes as a pedestrian or driver, including any vehicle, other device, or animal with which s(he) is using it

11. Motor vehicle accidents are classified as:

    a. noncollision and overturning.
    b. hit-and-run and fixed object.
    c. collision and fixed object.
    d. collision and noncollision.

12. List the **five** classifications used to indicate the severity of a motor vehicle accident.

    ____
    ____
    ____
    ____
    ____

13. List the **two** levels of operational factors which cause traffic accidents.

    ____
    ____

14. Which of the following is an attribute of conditional factors of vehicles which cause accidents?

    a. defective parts
    b. view obstructions
    c. deterioration
    d. damage

15. Which of the following is a modifier of conditional factors of vehicles which causes accidents?

- **a. judgment**
- **b. coordination**
- **c. preoccupation**
- **d. sensory abilities**

16. In a traffic accident, the characteristics of trafficways, vehicles, and people are classified as:

- **a. conditional factors.**
- **b. performance factors.**
- **c. operational factors.**
- **d. positional factors.**

17. List the nine steps an officer follows when investigating an accident.

18. An officer arrived at the scene of an accident and discovered that two occupants of one of the vehicles had received major injuries and the driver of the second vehicle had been killed. List seven types of evidence that the officer must collect because there were major injuries and death.

19. List **five** groups of people most often involved in pedestrian accidents.

____

____

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____

20. List **seven** types of information an officer must collect, if possible, and broadcast over the police radio following a hit-and-run accident.

____

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____

Give the completed test to your instructor.

Answers to Posttest (I: D-3)

1. e
2. g
3. i
4. b
5. a
6. d
7. h
8. f
9. c
10. j
11. d
12. - fatal injury
    - incapacitating injury
    - nonincapacitating injury
    - possible injury
    - no injury
13. - faulty evasive action
    - defective driving strategy
14. b
15. c
16. a
17. 1. responding to the accident
    2. arriving at the accident scene
    3. protecting the scene
    4. checking for injuries
    5. clearing the accident scene
    6. conducting the investigation
    7. completing an accident report
    8. issuing a traffic citation
    9. completing the accident scene investigation

18.
- photographs of all physical conditions and evidence
- measurements of all physical evidence
- type of road and its condition
- weather conditions
- condition of vehicle
- interviews to check background of driver
- report of medical examiner if autopsy is required

19.
- children
- elderly persons
- intoxicated persons
- bicycle riders
- jay walkers

20.
- accurate description of vehicle involved including make, model, color, and license plate number
- direction in which the vehicle left the scene
- extent and location of damage to the vehicle
- number of passengers in the vehicle and their descriptions
- indentifying marks such as parking stickers, inspection tags, school stickers, organization decals, and company decals
- physical evidence carried away by the vehicle when it left the scene

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify basic procedures and techniques necessary for a safe arrest.
2. Identify things to consider when making an arrest in a public place, in a suspect's home, and in a suspect's place of employment.
3. List at least four common types of arrestee reactions.
4. Identify one general factor which determines the amount of force to be used in making an arrest.
5. Identify six factors that should be considered under "totality of circumstances" with respect to due process.
6. Match four basic types of searches with their descriptions.
7. Identify general procedures and techniques of a wall search.
8. Identify general procedures and techniques of handcuffing and transferring the arrestee.

Performance Objectives

Given a simulated situation (a person playing a suspect, and all necessary supplies), your students should be able to arrest, search, and handcuff the suspect. Students' performances should be evaluated by using the Performance Checklist (I: D-4) included in this section. The students' performances should be rated "A" (acceptable) on all items.

1. Emphasize the importance of fair and wise use of the power of arrest.
2. Point out that there is no routine arrest.
3. Discuss four essential elements for a safe arrest: caution, planning, preparation, and manpower.
4. Discuss things to consider when making an arrest in public places, in the suspect's home, or at the suspect's place of employment. Use examples for each arrest situation.
5. Emphasize the importance of the officer's responsibility to maintain control over the entire arrest situation.
6. Discuss common types of reactions from the arrestee, using examples.
7. Discuss the use of force in making an arrest. Give examples of the consequences of using necessary and unnecessary force in making an arrest.
8. Discuss the factors which should be considered under "totality of circumstances" with respect to due process.
9. Discuss and demonstrate arrest procedures.
10. Discuss and demonstrate search procedures (wall search).
11. Discuss and demonstrate handcuffing procedures.
12. If there are any audiovisual materials on arrest and search available to you, show them and discuss them with students.
13. For the students who are interested in other methods of searches, refer to the basic procedures for these methods included in this Instructor Guide. Modify them as necessary.
14. Point out that procedures for **arresting the suspect in a vehicle** require special consideration and that procedures for **searching females** also require additional considerations.
15. For the practical exercise and performance test, **make sure to check your school policy regarding liability in students' safety and matters of privacy,** and adapt search and handcuffing activities accordingly. Have your students do the exercise in your presence.

Supporting Activities

Invite local law enforcement officers to give guest lectures on search and arrest.

Klotter, John C. Legal Guide for Police, Detention, Arrest, Search and Seizure, Questioning, Identification. Cincinnati: The W.H. Anderson Publishing Co., 1977.

Arrest Techniques. Sacramento, Calif.: California Peace Officers Association, (30 slides).

Clark, K. Legal Limitations on the Physical Seizure of Evidence. Glendale, Calif.: AIMS Instructional Media, Inc., (16 mm color film, 28 minutes), 1974.

Di Meglio, E. Custodial Arrest: Search and Seizure. Johnson, R.I.: Studio 12 Filmmakers, (16 mm color film, 10 minutes), 1974.

Downey, P. and S. A. Gilford. Law Enforcement and Criminal Justice: The Law of Arrest. Washington, D.C.: Office of Law Enforcement Assistance, U.S. Department of Justice (16 mm black/white film, 60 minutes).

Gates, J. Emergency Searches. Glendale, Calif.: AIMS Instructional Media, Inc., (16 mm color film, 30 minutes), 1974.

Gates, J. New Limits on Arrest and Search. Glendale, Calif.: AIMS Instructional Media, Inc., (16 mm color film, 29 minutes), 1976.

Harbinger, R. Vehicle Searches. Sacramento, Calif.: California Council on Criminal Justice, (16 mm color film, 31 minutes), 1973.

Hunter, F. Searching Female Suspects. Niles, Ill.: Police Science Services, Inc., 1976.

Probable Cause. Niles, Ill.: Police Science Services, Inc. (80 min., 35mm slides, audio cassette, study notes, script, Instructor's Guide, quiz with answers), 1982.

Search and Seizure. Niles, Ill.: Police Science Services, Inc., (180 slides, audio cassette, study notes, Instructor's Guide).

Securing Suspects. Niles, Ill.: Police Science Services, Inc., (80 color slides, 30-minute audio cassette, study notes, and Instructor's Guide), 1976.

Techniques of Arrest. Northbrook, Ill.: Motorola Teleprograms, Inc., (16 mm color film, 24 minutes), 1972.

Other Methods of Search

Since only wall search is covered in the Student Guide, basic procedures of the other three methods are described here.

If you prefer teaching any of these three methods before the wall search or want to teach any of the following in addition to the wall search, you may want to use the following procedures as basic guidelines.

Standing Search

STEP 1: Settle the suspect's position for search.

- Have the suspect face you.
- Have the suspect raise his/her hands in the air, palms open. This should enable you to see if there are any weapons in the suspect's hands.
- Order the suspect to turn around. This prevents him/her from seeing your exact position.

STEP 2: Secure the suspect's position for search.

- Have the suspect place his/her hands behind his/her head.
- Have suspect spread his/her feet as far apart as possible.

STEP 3: Establish your position for search.

- Place your left foot about two feet behind the suspect and even with the right side of his/her body.
- Reach out with your left hand and grasp the suspect's hands.
- Place your hand on the suspect's back and apply steady pressure. At the same time, slide your right foot and push it farther out to make sure his/her legs are as far apart as they will go.
- As the suspect's right foot is sliding outward, pull back with your left hand while continuing to apply pressure with your right hand.

NOTE: The suspect should be leaning backward from the waist up but be nearly upright from the waist down. Your feet should be spread more than shoulder-width apart and your back should be straight. You should be well-balanced, and your weight should be evenly distributed.

STEP 4: From this position, search only the **right side** of the suspect, following the same guidelines described for the wall search.

STEP 5: Search the **left side** of the suspect.

- Step back.
- Keep suspect off balance.
- Grip suspect's hands with your right hand.
- Reverse the orientation of your hands and feet. Repeat the search procedure for the left side of the body.

STEP 6: Handcuff the suspect.

Kneeling Search

STEP 1: Settle the suspect's position for search.

- Have the suspect face you.
- Have his/her hands, with palms open, raised over his/her head.
- Have the suspect turn around.

STEP 2: Secure the suspect's position for search.

- Have the suspect get down on his/her knees, with hands still over his/her head.
- Have the suspect place his/her hands behind his/her head, with fingers interlaced.
- Have suspect cross his/her ankles.

STEP 3: Establish your position for search.

- Approach the suspect from the rear.
- Place your left foot slightly to the rear of the suspect's left foot.
- Reach forward and grasp the suspect's hands with your left hand.
- Place your right knee in the small of the suspect's back and your right foot next to the suspect's right knee, turning your foot slightly inward.
- At the same time, pull back on the suspect's hands with your left hand and arch his/her back over your knee.

STEP 4: Conduct search for contraband and weapons on the **right side** of the suspect. Place the findings in a corresponding place on your or your partner officer's body.

STEP 5: Search the **left side** of suspect and place the findings in corresponding places on your or your partner's body.

STEP 6: Handcuff the suspect.

STEP 7: Secure your and the suspect's positions for searching hips, legs, and shoes.

- Help the suspect to his/her feet.
- Have the suspect spread his/her feet far apart.
- Step in with your right foot, placing it next to the inside of the suspect's right foot.
- Slide your right foot farther out as described for the standing search.

STEP 8: Search the suspect's hips, legs, and shoes. Keep the findings in proper places.

STEP 9: After searching both legs, steady the suspect as s(he) brings his/her feet back together.

Prone Search

STEP 1: Settle the suspect's position for the search.

- Have the suspect stand facing you with his/her hands, palms open, over his/her head.
- Have the suspect kneel on his/her knees.

STEP 2: Secure the suspect's position for search.

- While on his/her knees, have the suspect fall forward on his/her hands and slide the hands out slowly in front of him/her, until s(he) is flat on his/her stomach with arms extended and ankles crossed.

STEP 3: Establish your position for search.

- Approach the suspect from his/her left. Step forward with your left foot, placing it just in front of the suspect's left hand.
- Reach down with your left hand and grasp the suspect's left wrist. Take one short step forward with your right foot while raising the suspect's arm. At the same time, turn the suspect's hand counterclockwise.
- Place your left foot close to the suspect's side just above his/her belt.
- Pivot on the ball of your left foot and step across the suspect with your right foot. (Your right foot should be close to the suspect's body on his/her right side just below the armpit. The suspect's arm should be fully extended and perpendicular to his/her body, with the palm facing forward.)
- Keep the suspect's left arm and hand taut. (Your feet should be close to the suspect's side.)

NOTE: Up to this point, you should have your service revolver drawn. Once the suspect is in this position, you can strap the weapon in your holster for the remainder of the search.

STEP 4: Search the suspect's **hair, neck,** and **shoulders** with your right hand. Continue the search with the suspect's back, waistband, rear trouser pockets, and right side.

- Maintain control over the suspect by keeping pressure on his/her left arm and hand.

NOTE: Do not search the suspect's legs and shoes from this position.

STEP 5: Search the suspect's **chest, stomach, waistband,** and **front pockets** with your left hand.

- Change your controlling hand by gripping the suspect's left hand with your right hand.
- Twist the suspect's hand in a counterclockwise direction and exert slight upward pressure to cause the suspect to rise up on his/her right side.
- Search the suspect for contraband and weapons and keep the findings in proper places.

STEP 6: Secure the suspect's position for handcuffing.

- Place your left hand on the suspect's left elbow. Exert slight pressure with your left hand and, at the same time, relax the twist on the suspect's left wrist with your right hand.
- Bend the suspect's left elbow with your left hand and exert pressure downward and to the right with your right hand.
- Slide your left foot forward to a point even with the suspect's left shoulder.
- Pivot on the ball of your left foot and bring your right foot back across the suspect.
- Place your left knee between the suspect's shoulder blades so that s(he) is pinned to the ground. Continue to hold the suspect's left arm in a hammerlock position.

STEP 7: Handcuff the suspect.

STEP 8: Search the suspect's **legs from his/her hips to shoes.**

- Have the suspect stand and spread his/her feet as described in the standing search position.
- Search for contraband and weapons and keep them in proper places.

NOTE: We have outlined the prone search from the standpoint of a right-handed officer only. If the officer is left-handed, s(he) can conduct the search by reversing the process and starting with the suspect's right hand, rather than his/her left.

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. The police officer should approach the suspect from the _________ or ____________.

2. When making an arrest, should an officer assume that the suspect is armed?

   a. yes, in most cases
   b. yes, if the crime involved is a felony
   c. yes, only if the suspect is an adult
   d. no

3. Suppose a patrol officer saw a young female running from the store where she had stolen two bags of candies. The officer fired a warning shot and chased the suspect. The officer acted:

   a. properly. Officers can use the revolver for warning whenever they make an arrest.
   b. properly. Since the suspect is running on the street, the officer should warn bystanders, to protect them.
   c. improperly. The officer should never fire the revolver for misdemeanor cases.
   d. improperly. The officer should have contacted his supervisor on the radio for permission to use the revolver before firing it.

4. List **four** things the officer should say when making an arrest.

   ____

   ____

   ____

   ____

5. When making an arrest in a public place, what should the officer consider foremost?

   a. Is the suspect a juvenile or an adult? Should a juvenile suspect be treated with special care?
   b. If the arrest is delayed, where should the arrest be made and could the suspect flee?
   c. Should I arrest the suspect right now and take a risk of bystanders' safety, or should I delay the arrest and take a risk of losing the suspect?
   d. Should the suspect be handcuffed in public?

6. When an arrest is made in the suspect's home, the officer should:

   a. remove the suspect from his/her home or separate the suspect from the family.
   b. inform the neighbors of the arrest to be made.
   c. consider imminent danger to the family and the neighbors.
   d. not handcuff the suspect in his/her home.

7. When making an arrest in the place of the suspect's employment, the officer should:

   a. inform all the other employees to stay away from the place.
   b. notify the employer of the arrest to be made or which has been made.
   c. ask the employer to close the place.
   d. not search the suspect in the presence of the employer and other employees.

8. Name **four** reactions a suspect may show when informed of a pending arrest.

   ____

   ____

   ____

   ____

9. What is the most common general factor in determining the amount of force to use for arrests?

   a. criminal records of the suspect
   b. officer's knowledge of the suspect
   c. physical and mental conditions of the suspect
   d. type and seriousness of the crime committed

10. Which of the following search methods offers the least safety to officers?

   a. wall search
   b. standing search
   c. kneeling search
   d. prone search

11. Which search method is recommended for felony searches?

   a. wall search
   b. standing search
   c. kneeling search
   d. prone search

12. The following steps for the wall search are listed out of sequence. Write numbers next to each step to indicate the correct sequence: 1 for the first step, 2 for the second step, and so forth.

_____ a. Conduct the search on the left side of the suspect.
_____ b. Secure the suspect's position for search.
_____ c. Remove the suspect from the scene.
_____ d. Establish your position for search.
_____ e. Conduct the search on the right side of the suspect.
_____ f. Handcuff the suspect.
_____ g. Settle the suspect's position for search.

13. When an officer finds contraband or weapons on the suspect, where should the officer keep the findings?

a. any bag which has the name and address of the suspect, date and type of crime involved, and the officer's name on it
b. in a compartment of the law enforcement vehicle
c. places on the officers which correspond to the places on the suspect where contraband or weapons were found
d. any safe place

14. List **five** rules to follow when handcuffing the suspect.

____

____

____

____

____

15. Which **three** of the following should the officer do when removing the arrestee from the scene?

a. Hold handcuff chain at all times.
b. Take purse and spike-heeled shoes from female arrestee.
c. Engage the arrestee in conversation.
d. Refuse requests of the arrestee.

16. From the following list, identify at least **six** factors that must be considered under "totality of circumstances" with respect to due process.

a. basic necessities
b. interrogation procedures
c. witnesses
d. arrest procedures
e. interviews
f. educational background
g. circumstances
h. conduct of officers
i. corpus delecti
j. mental capacities
k. evidence
l. age
m. nationality
n. law enforcement training
o. criminal experience
p. associated cases
q. visitors

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (I: D-4).

Answers to Pretest (I: D-4)

1. side, rear
2. a
3. c
4. Any four of the following are correct:
   - "Don't move!"
   - "You are under arrest."
   - "The charge is (name the charge)."
   - "I am a police officer at (name of police department)."
   - "You have the right to be silent and to have an attorney to represent your case."
5. c
6. a
7. b
8. Any four of the following are correct:
   - submits peacefully
   - attempts to talk his/her way out of the arrest
   - attempts to flee
   - resists the arrests and assaults the officer
   - attempts suicide
   - attempts to receive help in escaping from relatives or friends
9. d
10. a
11. d
12. a. 5
    b. 2
    c. 7
    d. 3
    e. 4
    f. 6
    g. 1
13. c
14.
   - Do not approach the suspect from the front.
   - Incapacitate the suspect before approaching him/her.
   - Maintain control during the cuffing process.
   - Cuff the hands with the palms outward.
   - Double lock the handcuffs.

15. a, b, d

16. (any six) a, b, d, f, h, j, l, m, o, q

Posttest (I: D-4)

For questions 1-5, suppose that two law enforcement officers responding to a call that a liquor store is being robbed by three males have just arrived at the store to capture and arrest the suspects.

1. Choose **all** things the officers should do when they approach the suspects.

   a. Cut off the escape route.
   b. Watch the suspects constantly.
   c. Plan actions to take for arrest.
   d. Write down the suspects' physical and mental conditions in their field notes.

2. Officer Smith whispered to Officer Orr that they should assume the suspects were armed. Officer Orr said the suspects seemed to be too young to be armed and she did not think they were. Who was right?

   a. Officer Smith
   b. Officer Orr
   c. both Officer Smith and Officer Orr
   d. neither Officer Smith nor Officer Orr

3. As soon as Officer Smith saw the suspects, he fired a warning shot in an attempt to help the store owner and other customers in the store not to worry. Officer Smith acted:

   a. properly. The officer should be concerned about the security and anxiety of bystanders and help them relax.
   b. improperly. The officer should never fire a warning shot because it may harm bystanders rather than helping them.
   c. properly. Although it is advisable for the officer not to fire a warning shot, it is necessary to fire in this particular situation.
   d. improperly. The officer should have said "I am a police officer!" before firing a warning shot so that customers would know it is the officer firing a gun.

4. Immediately after the warning shot was fired, Officer Orr called for assistance on her portable radio. Officer Orr's action was:

   a. proper. The officer should call for assistance whenever it is needed.
   b. improper. The officer should not call for assistance because, since these two officers were assigned to this case, they should solve the problem.
   c. improper. The officer should not use a portable radio.
   d. proper. The officer should call for assistance whenever a gun is fired.

5. When the warning shot was fired, two suspects ran away. Officer Smith was able to capture one suspect. Which of the following should he say when arresting the suspect? (Choose **all** correct answers.)

   a. "You are under arrest for the charge of robbery."
   b. "I am an XYZ City police officer."
   c. "Don't move!"
   d. "I'm sorry if my shot frightened you."
   e. "You have a right to stay silent and to have an attorney represent you."
   f. "You look like a good person, and I hope you cooperate with us."

6. Suppose that a patrol officer spots a young male snatching a woman's purse on a street and is about to capture the suspect. In this situation, which of the following should this officer consider? (Choose **all** correct answers.)

   a. If the suspect is arrested immediately, will there be any imminent danger to the community or bystanders?
   b. Should the suspect be handcuffed in front of bystanders or should the officer take the suspect somewhere else for handcuffing?
   c. If the arrest of the suspect is delayed because it's possible the suspect has a knife and imminent danger exists, what is the chance the suspect will flee?
   d. If the suspect is arrested immediately, should the suspect be searched in public or taken to the police station for a search?

7. When making an arrest in the suspect's home, what should the officer do? (Choose **all** correct answers.)

   a. Search the house for evidence.
   b. Handcuff and remove the suspect from his/her home as quickly as possible.
   c. Separate the suspect from the family and guard him/her closely.
   d. Inform the neighbors that an arrest will be made.

8. Suppose the law enforcement agency received a tip that a suspect who burglarized a gas station two weeks ago works in the ABC Printing Shop in town. Two officers are assigned to arrest the suspect. What should they do when arresting the suspect in his/her place of employment? (Choose **all** correct answers.)

   a. Notify the employer of the arrest to be made.
   b. Inquire of the employer about the suspect's character, work habits, personality, etc.
   c. Protect the employer's interests.
   d. Ask the employer to close the shop and tell the rest of the employees to take the day off.

9. When an officer arrests the suspect, what kinds of reactions could the officer expect from the suspect? List **four** kinds.

____

____

____

____

10. Which of the following is the most common general factor in determining the amount of force to be used for the arrest?

a. officer's knowledge of the suspect
b. criminal records of the suspect
c. place where the arrest is made
d. type and seriousness of crime involved in arrest

Questions 11-14. Match the search methods in the left column with their descriptions in the right column by writing the letter of the description next to the search method.

	Methods	**Descriptions**
_____	11. wall search	a. It is the least safe search method.
_____	12. standing search	b. It is recommended for a felony search.
_____	13. kneeling search	c. It is relatively easy and convenient.
_____	14. prone search	d. It is the safest method, if it is used properly.

15. The following steps of wall searching are listed out of sequence. Write numbers next to each step to indicate the correct sequence: 1 for the first step, 2 for the second step, and so forth.

_____ a. Secure the suspect's position for search.
_____ b. Conduct the search on the right side of the suspect.
_____ c. Settle the suspect's position for search.
_____ d. Handcuff the suspect.
_____ e. Establish your (officer's) position for search.
_____ f. Conduct the search on the left side of the suspect.
_____ g. Remove the suspect from the scene.

16. Suppose Officer Lowe and Officer Parkinson arrested a suspect, and Officer Lowe finds a jackknife in the inner pocket of the right side of the suspect's leather jacket. Where should Officer Lowe keep the jackknife?

a. in a bag carried in the law enforcement vehicle
b. in an inner pocket of the right side of Officer Lowe's jacket
c. in an inner pocket of the right side of Officer Parkinson's jacket
d. on a piece of clean cloth or handkerchief which will not contaminate the jackknife with fingerprints

17. When searching the suspect's mouth, Officer Lowe puts his fingers in the suspect's mouth. He acts:

    a. properly. Searching can be done most thoroughly by feeling the mouth with fingers.
    b. improperly. He should not search the mouth.
    c. properly. Using fingers is a basic method of searching the mouth.
    d. improperly. He should have the suspect talk in order for him to search the suspect's mouth.

18. When searching the left side of the suspect, which hand of the officer should be the control hand?

    a. right hand
    b. left hand
    c. both right and left hands
    d. does not matter whether it is the right or left hand

19. When Officer Lowe was about to handcuff the arrestee, Officer Parkinson said the arrestee should not be handcuffed because the suspect is a juvenile. Officer Lowe said that although the suspect is a 17-year-old juvenile, she should be handcuffed. Who is right?

    a. Officer Lowe
    b. Officer Parkinson
    c. both officers, because it can be done either way
    d. neither Officer Lowe nor Officer Parkinson

20. When Officer Lowe and Officer Parkinson were taking the suspect from the scene to the police car, the suspect said that she had to go to the restroom very badly. What should the officers do?

    a. Take the suspect to the restroom and wait for her outside the restroom.
    b. Ask a female at the scene to take the suspect to a restroom nearby.
    c. Refuse the suspect's request and say "no" to her.
    d. Tell her not to trick law enforcement officers in such a manner.

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test (I: D-4).

Answers to Posttest (I: D-4)

1. a, b, c

2. a

3. b

4. a

5. a, b, c, e

6. a, c

7. b, c

8. a, c

9. Any four of the following are correct:

   - submits peacefully
   - attempts to talk his/her way out of the arrest
   - attempts to flee
   - attempts to commit suicide
   - attempts to receive help in escaping from friends or relatives

10. d

11. a

12. c

13. b

14. d

15. a. 2
    b. 4
    c. 1
    d. 6
    e. 3
    f. 5
    g. 7

16. c

17. d

18. a

19. a

20. c

Performance Checklist
I: D-4: Search and Arrest

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

	Evaluator's Rating		
Tasks	A*	NA**	Comments
Arrest			
1. Notify the dispatcher of your location.			
2. Approach the suspect.			
3. Apprehend the suspect.			
4. Arrest the suspect.			
Search			
1. Settle the suspect's position for the search.			
2. Secure the suspect's position for the search.			
3. Establish your position for the search.			
4. Conduct the search.			
5. Keep in proper places any contraband and weapons found on the suspect.			
6. Handcuff the suspect.			
7. Remove the suspect from the scene.			
8. Process the suspect for confinement.			

*A: Acceptable
**NA: Not Acceptable

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the legal standard for justifying a stop and frisk search.
2. Identify factors which influence the stop and frisk procedures.
3. Identify guides to follow during a frisk search.
4. Identify in order the steps for proper frisk procedure for both male and female suspects.

Performance Objectives

Given a subject playing the role of a suspect, the student will stop and search the person for a weapon. The student must use the stop and frisk method. Use the performance checklist to evaluate students' work. Their performance should be rated "A" (acceptable) on all items.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the legal standard for stop and frisk procedures and the factors that justify these procedures.

3. Make transparencies using the transparency masters provided in this Guide.

4. Describe and discuss the guidelines which should be observed during the frisking process.

5. For the practical exercise and the performance test, **make sure to check your school policy regarding liability in students' safety and matters of privacy,** and adapt stop and frisk activities accordingly. Make sure to use safe toy weapons for these activities.

6. Have your students do their practical exercises in your presence. Observe and critique their performances.

7. For the performance test, select a student to function as a suspect and give him/her instructions for hiding a "weapon" and role playing.

Supporting Activities

Ask students to be alert for depictions of law enforcement officers conducting a stop and frisk in movies and television shows and to critique procedures used.

Tools, Equipment, and Supplies

toy weapons for practical exercise and the performance test

Reference Materials

(List any reference materials available to you.)

160

Stop and Frisk. Sacramento, Calif.: California Office of the State Attorney General, (29 min., color film), 1973. Dist-AIMS.

Pretest (I: D-5)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. The legal standard required to justify a frisk search is ____________

   ____

   ____

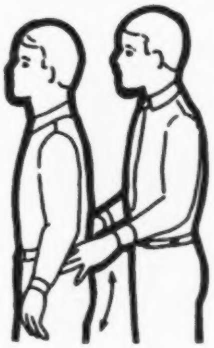
2. Two factors that influence a decision to conduct a frisk search are ____________________ and ____________________ of a suspect.

3. Which guidelines should be followed during a frisk search? (Choose all correct answers.)

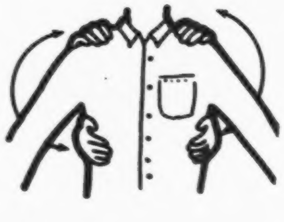
   a. The search must be done with care and attention.
   b. Frisking includes a complete search of all clothing.
   c. The search must not be excessively rough or abusive.
   d. Evidence found during a frisk may be seized.
   e. A frisk search may be conducted in any sequence.
   f. Purses, briefcases, and pockets may be emptied during frisking.
   g. A person being searched should not be embarrassed unnecessarily.

4. An officer probes a suspect's hair using ________________________.

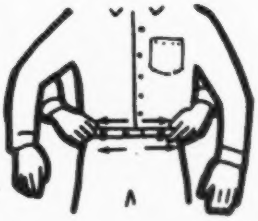
5. Steps for frisk searching a male suspect are illustrated below. Indicate the sequence of these steps by numbering each picture; 1 for the first step, 2 for the second, and so on.



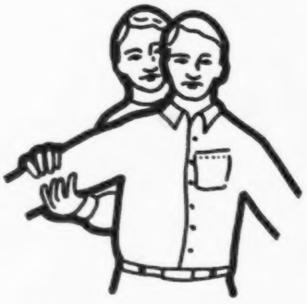
a. Step _____



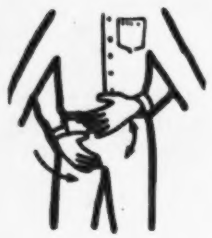
b. Step _____



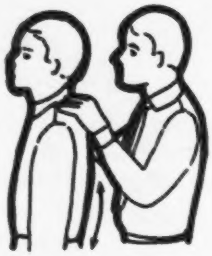
c. Step _____



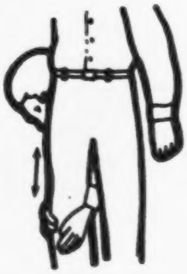
d. Step _____



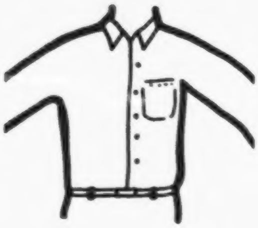
e. Step _____



f. Step _____

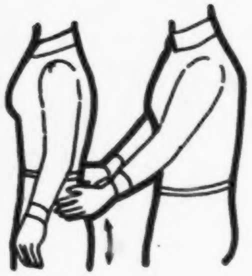


g. Step _____

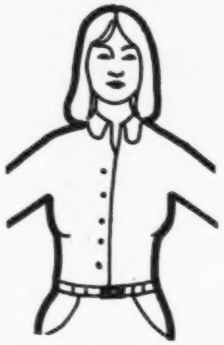


h. Step _____

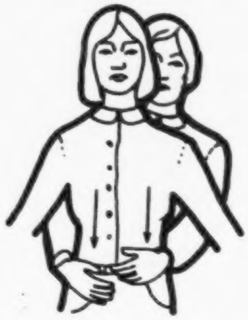
6. Steps for frisk searching a female suspect are illustrated below. Indicate the sequence of these steps by numbering each picture; 1 for the first step, 2 for the second, and so on.



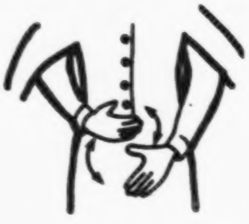
a. Step _____



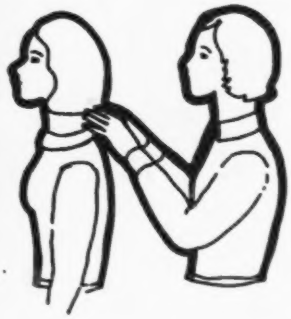
b. Step _____



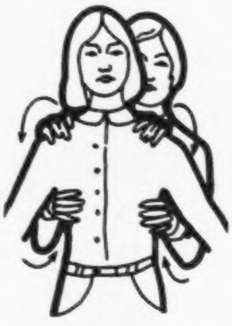
c. Step _____



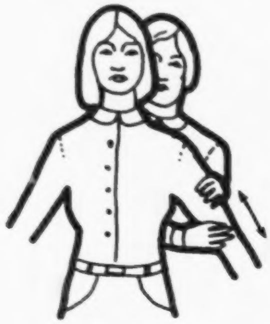
d. Step _____



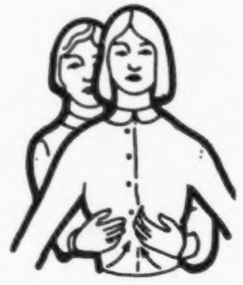
e. Step _____



f. Step _____



g. Step _____



h. Step _____

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (I: D-5).

Answers to Pretest (I: D-5)

1. a reasonable suspicion that a crime has been or is about to be committed and the suspect is armed

2. appearance, behavior

3. a, c, d, g

4. a pen or pencil

5. a. Step 6
   b. Step 2
   c. Step 5
   d. Step 4
   e. Step 8
   f. Step 3
   g. Step 7
   h. Step 1

6. a. Step 7
   b. Step 1
   c. Step 6
   d. Step 8
   e. Step 3
   f. Step 2
   g. Step 4
   h. Step 5

Posttest (I: D-5)

1. The legal standard which justifies an officer in stopping a civilian and conducting a frisk search is:

   a. any questionable behavior by a citizen.
   b. a warrantless search.
   c. a reasonable suspicion that a crime has been or is going to be committed, and that the suspect is armed.
   d. a search warrant.

2. Which factor(s) shown below influence(s) an officer's decision to conduct a stop and frisk search? (Choose **all** correct answers.)

   a. appearance
   b. behavior
   c. race
   d. location

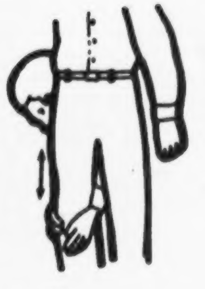
3. In the following list, choose the guides which should be followed during a frisk search.

   a. Frisking includes a complete search of all clothing.
   b. Evidence found during frisk may be seized.
   c. Person being searched should not be embarrassed unnecessarily.
   d. Search must be done with care and attention.
   e. Search must not be excessively rough or abusive.
   f. Frisk search may be conducted in any sequence.
   g. Purses, briefcases, and pockets may be emptied during frisking.

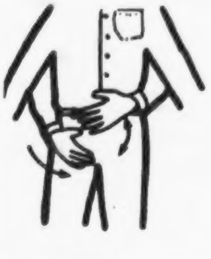
4. A law enforcement officer should probe an individual's hair using a:

   a. baton.
   b. pen or pencil.
   c. stick.
   d. pistol.

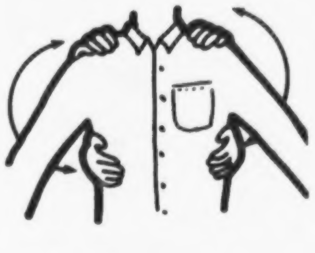
5. Steps for frisk searching a male suspect are pictured below. Indicate the sequence of these steps by numbering each picture; 1 for first step, 2 for second, and so on.



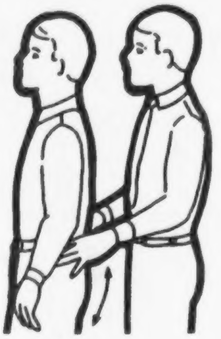
a. Step _____



b. Step _____

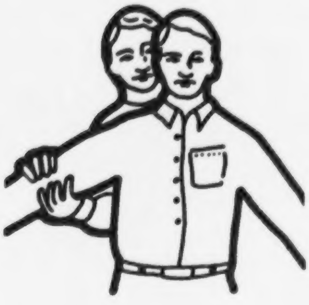


c. Step _____

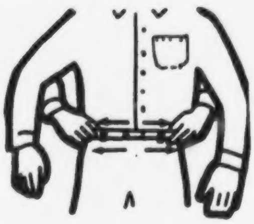


d. Step _____

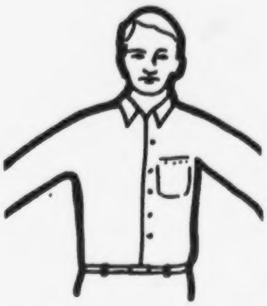
(continued)



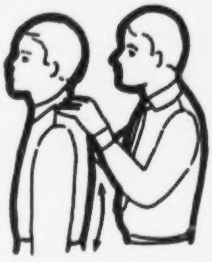
e. Step _____



f. Step _____

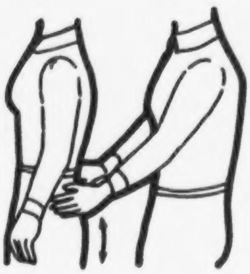


g. Step _____

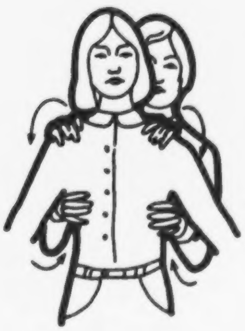


h. Step _____

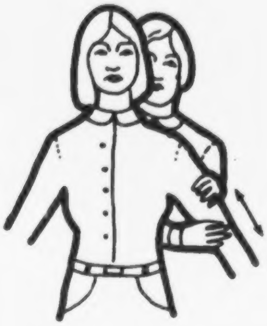
6. Seven steps for frisk searching a female suspect are pictured below. Indicate the sequence of these steps by numbering each picture; 1 for the first step, 2 for the second, and so on.



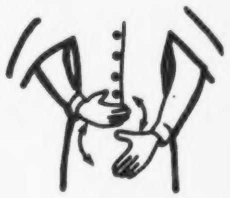
a. Step _____



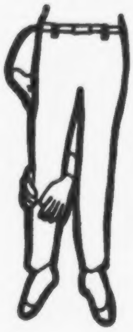
b. Step _____



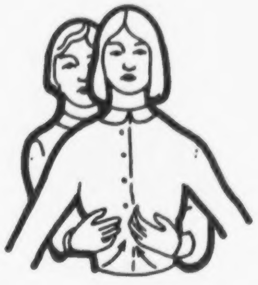
c. Step _____



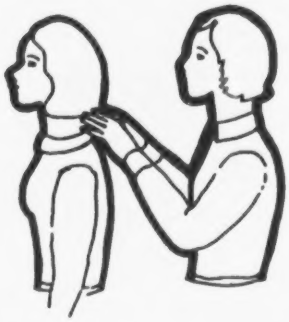
d. Step _____



e. Step _____



f. Step _____



g. Step _____

Give the completed test to your instructor.

Answers to Posttest (I: D-5)

1. c
2. a, c
3. b, c, d, e
4. b
5. a. Step 7
   b. Step 8
   c. Step 2
   d. Step 3
   e. Step 4
   f. Step 5
   g. Step 1
   h. Step 6
6. a. Step 5
   b. Step 1
   c. Step 3
   d. Step 7
   e. Step 6
   f. Step 4
   g. Step 2

Performance Checklist
I: D-5: Stop and Frisk

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

Tasks	Evaluator's Rating		
	A*	NA**	Comments
1. Require the subject to take proper stance.			
2. Check the hair and collar with pen, pencil, etc.			
3. Check the body area in the following sequence:			
• shoulders and armpits			
• both arms			
• shirt front/chest area			
• waistband			
• buttocks			
• both legs			
• abdomen/crotch area			
4. Remove all weapons.			

*A: Acceptable
**NA: Not Acceptable

Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Define or identify five basic functions of a law enforcement report.
2. Given hypothetical cases, identify which type of report would be written for each case.
3. Identify basic information to be included in the report (six basic questions); given fictitious reports, identify the types of basic information the report contains.
4. Identify supplementary materials that could be included in the report.
5. Identify three mottos for good report writing.
6. Identify how to prepare for a report, how to write a good report, and how to review a draft of the report.
7. Given a sample report containing errors, identify which principles of report writing have been violated.
8. Given a sample report containing errors, identify and correct grammatical and other errors.

Performance Objectives

Upon completion of this unit, your students should be able to develop an investigation report using the proper format when given sufficient crime data, a dictionary, and necessary forms. Reports will be evaluated according to the performance checklist included in this unit. Performance should be rated "A" (acceptable) for all criteria listed in the performance checklist.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the five basic functions of a law enforcement report.

   - Discuss activities of the law enforcement officer in terms of the permanent record provided by the law enforcement report.

   - Discuss ways in which the report helps communicate the officer's findings to other people concerned with the case or his/her activities.

   - Discuss ways in which the report can aid the planning division of a law enforcement agency's central office.

   - Discuss which aspects of a crime the report should show for the prosecution office, defense attorneys, and insurance companies.

   - Discuss ways in which the report is useful as a summary of information pertinent to the case.

3. Discuss four basic situations which require a written report.

4. Discuss and **show** the kinds of information and supplementary items that should be included in the final report.

5. Discuss the three mottos of good report writing.

6. Discuss how to **prepare, write,** and **review** (check) the final report.

7. Discuss how to determine the questions of who, what, why, where, when, and how using Appendix I.

8. Discuss commonly confused words, using Appendix II.

9. Obtain samples of reports from local law enforcement agencies. Discuss strengths and weaknesses of each sample report.

10. Provide fictitious crime data including some supplementary materials for your students to use in developing an investigation report **for their practical exercise and performance test.**

Supporting Activities

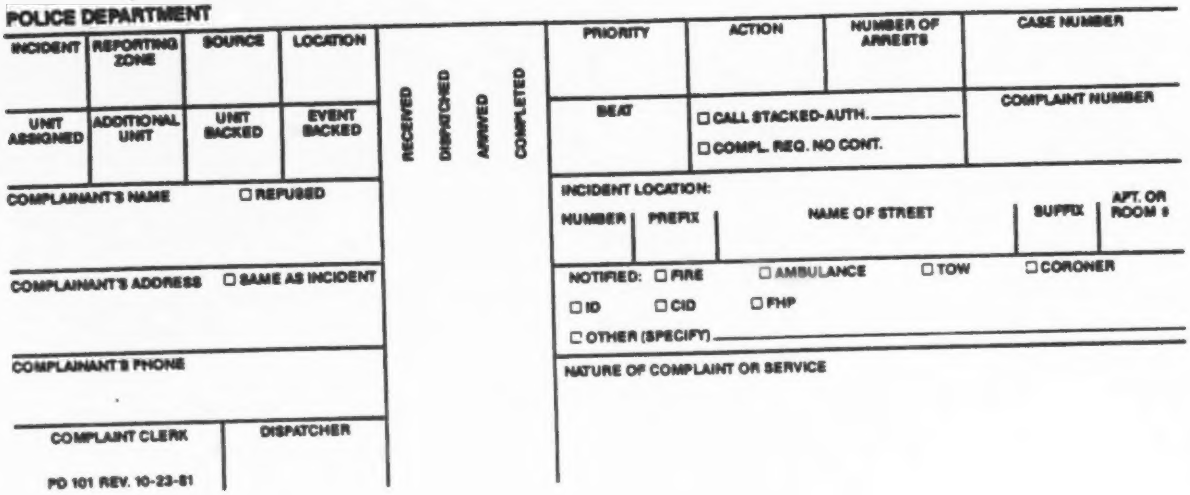
1. Give students assignments to (1) find the most common mistakes occurring in report writing and (2) bring in samples of both well-written and poorly-written reports on any subject. Then discuss their work.
2. Invite an officer from the record section of a law enforcement agency to speak to your students.
3. Make a field trip to the record section of a law enforcement agency.

Forms and Samples

1. Provide students with a few samples of both well-written and poorly-written reports.
2. Provide data of hypothetical crimes and some supplementary materials. Make sure the data include enough information for the fact sheet, answers to six basic questions, list of names and addresses of people involved, list of physical evidence, and sketch maps or photographs.
3. Provide several different kinds of report forms, such as complaint card, offense report, or traffic accident report. Have students complete the forms and provide them with feedback on their performance.

   NOTE: See attachments for a few sample forms.

COMPLAINT CARD



POLICE DEPARTMENT

INCIDENT	REPORTING ZONE	SOURCE	LOCATION
UNIT ASSIGNED	ADDITIONAL UNIT	UNIT BACKED	EVENT BACKED

COMPLAINANT'S NAME ☐ REFUSED

COMPLAINANT'S ADDRESS ☐ SAME AS INCIDENT

COMPLAINANT'S PHONE

COMPLAINT CLERK	DISPATCHER

PD 101 REV. 10-23-81

RECEIVED

DISPATCHED

ARRIVED

COMPLETED

PRIORITY	ACTION	NUMBER OF ARRESTS	CASE NUMBER
BEAT	☐ CALL STACKED-AUTH. ______ ☐ COMPL. REQ. NO CONT.		COMPLAINT NUMBER

INCIDENT LOCATION:

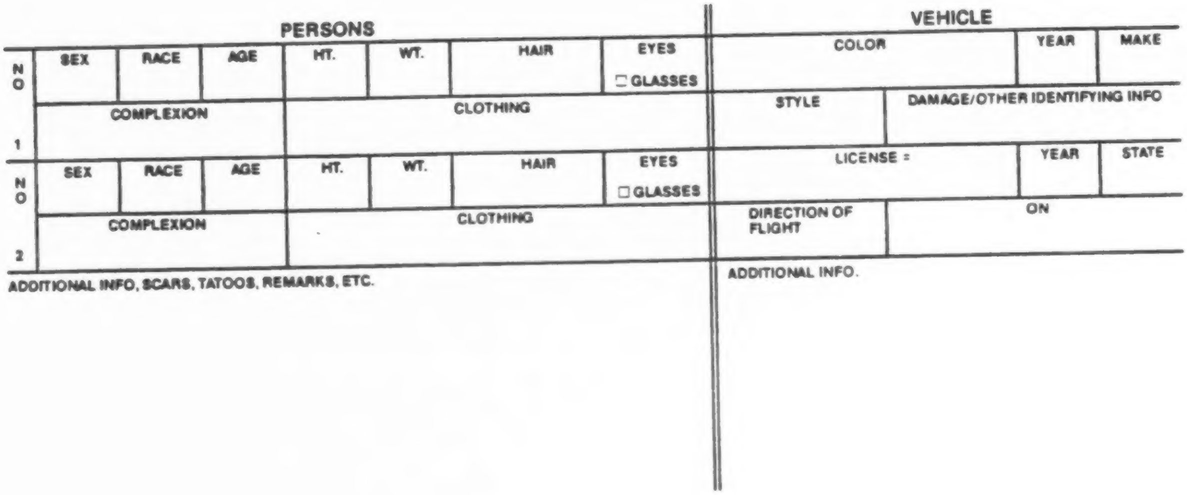
NUMBER	PREFIX	NAME OF STREET	SUFFIX	APT. OR ROOM #

NOTIFIED: ☐ FIRE ☐ AMBULANCE ☐ TOW ☐ CORONER

☐ ID ☐ CID ☐ FHP

☐ OTHER (SPECIFY) ______

NATURE OF COMPLAINT OR SERVICE



PERSONS

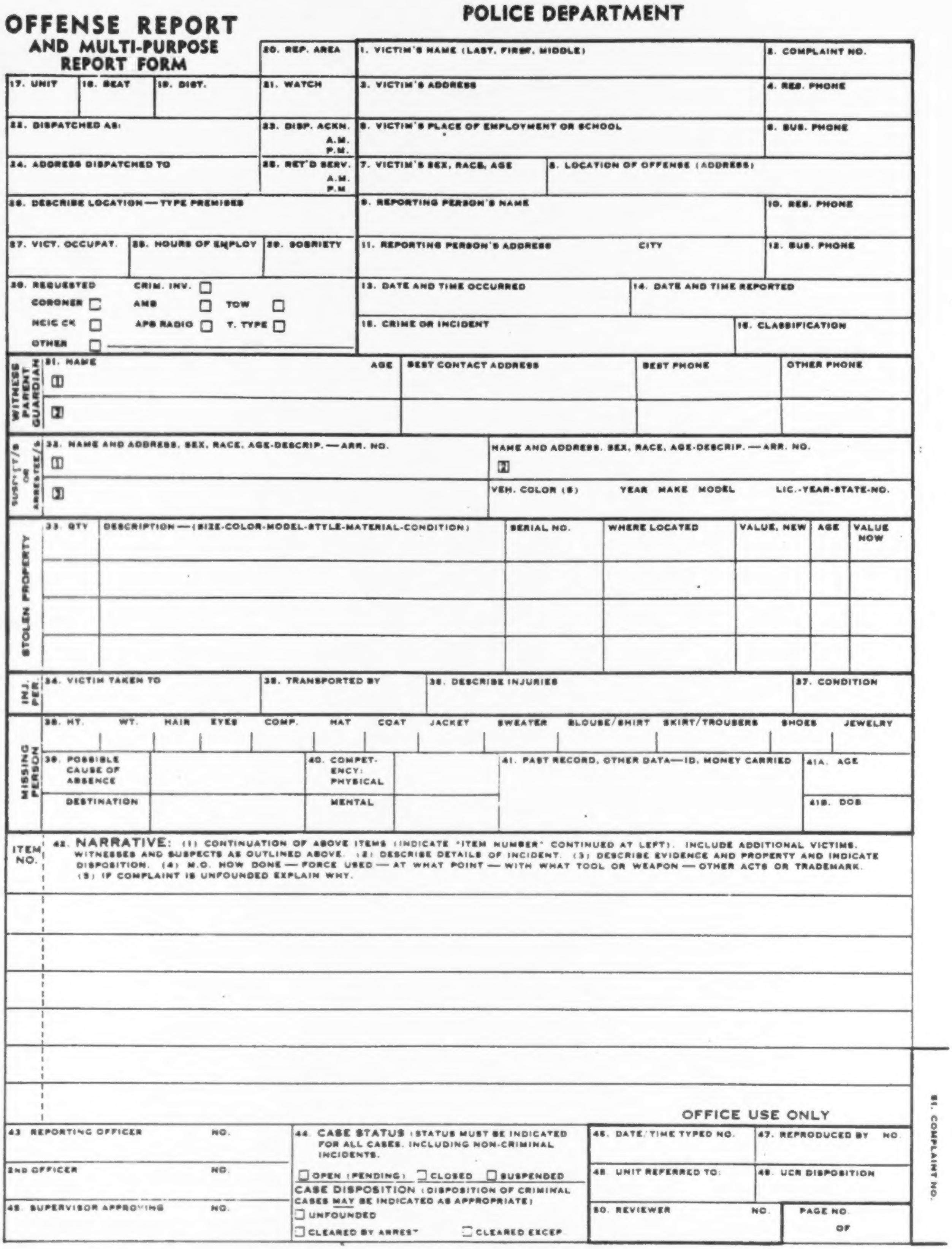
NO 1	SEX	RACE	AGE	HT.	WT.	HAIR	EYES ☐ GLASSES
	COMPLEXION			CLOTHING			
NO 2	SEX	RACE	AGE	HT.	WT.	HAIR	EYES ☐ GLASSES
	COMPLEXION			CLOTHING			

ADDITIONAL INFO, SCARS, TATOOS, REMARKS, ETC.

VEHICLE

COLOR	YEAR	MAKE
STYLE	DAMAGE/OTHER IDENTIFYING INFO	
LICENSE =	YEAR	STATE
DIRECTION OF FLIGHT	ON	

ADDITIONAL INFO.



OFFENSE REPORT
AND MULTI-PURPOSE REPORT FORM

POLICE DEPARTMENT

			20. REP. AREA	1. VICTIM'S NAME (LAST, FIRST, MIDDLE)	2. COMPLAINT NO.
17. UNIT	18. BEAT	19. DIST.	21. WATCH	3. VICTIM'S ADDRESS	4. RES. PHONE
22. DISPATCHED AS:			23. DISP. ACKN. A.M. P.M.	5. VICTIM'S PLACE OF EMPLOYMENT OR SCHOOL	6. BUS. PHONE
24. ADDRESS DISPATCHED TO			25. RET'D SERV. A.M. P.M.	7. VICTIM'S SEX, RACE, AGE	8. LOCATION OF OFFENSE (ADDRESS)
26. DESCRIBE LOCATION — TYPE PREMISES				9. REPORTING PERSON'S NAME	10. RES. PHONE
27. VICT. OCCUPAT.	28. HOURS OF EMPLOY		29. SOBRIETY	11. REPORTING PERSON'S ADDRESS CITY	12. BUS. PHONE
30. REQUESTED				13. DATE AND TIME OCCURRED	14. DATE AND TIME REPORTED
				15. CRIME OR INCIDENT	16. CLASSIFICATION

30. REQUESTED CRIM. INV. ☐
CORONER ☐ AMB ☐ TOW ☐
NCIC CK ☐ APB RADIO ☐ T. TYPE ☐
OTHER ☐ ______

WITNESS PARENT GUARDIAN

31. NAME	AGE	BEST CONTACT ADDRESS	BEST PHONE	OTHER PHONE
1				
2				

SUSPECT/S OR ARRESTEE/S

32. NAME AND ADDRESS, SEX, RACE, AGE-DESCRIP. — ARR. NO.	NAME AND ADDRESS, SEX, RACE, AGE-DESCRIP. — ARR. NO.
1	2
2	VEH. COLOR (S) YEAR MAKE MODEL LIC.-YEAR-STATE-NO.

STOLEN PROPERTY

33. QTY	DESCRIPTION — (SIZE-COLOR-MODEL-STYLE-MATERIAL-CONDITION)	SERIAL NO.	WHERE LOCATED	VALUE, NEW	AGE	VALUE NOW

INJ. PER.

34. VICTIM TAKEN TO	35. TRANSPORTED BY	36. DESCRIBE INJURIES	37. CONDITION

MISSING PERSON

38. HT.	WT.	HAIR	EYES	COMP.	HAT	COAT	JACKET	SWEATER	BLOUSE/SHIRT	SKIRT/TROUSERS	SHOES	JEWELRY

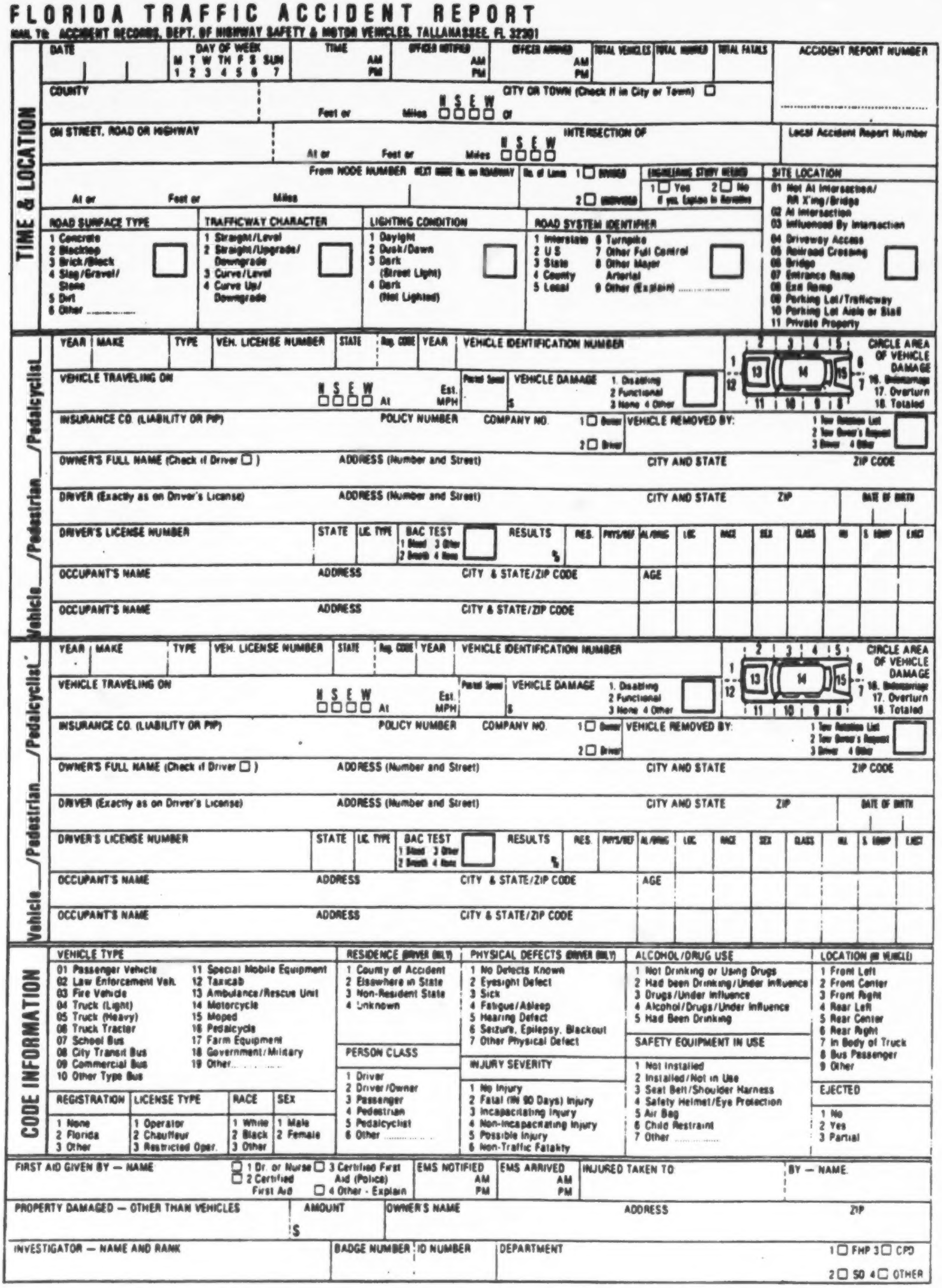
39. POSSIBLE CAUSE OF ABSENCE		40. COMPETENCY: PHYSICAL		41. PAST RECORD, OTHER DATA—ID, MONEY CARRIED	41A. AGE
DESTINATION		MENTAL			41B. DOB

ITEM NO. 42. **NARRATIVE:** (1) CONTINUATION OF ABOVE ITEMS (INDICATE "ITEM NUMBER" CONTINUED AT LEFT). INCLUDE ADDITIONAL VICTIMS, WITNESSES AND SUSPECTS AS OUTLINED ABOVE. (2) DESCRIBE DETAILS OF INCIDENT. (3) DESCRIBE EVIDENCE AND PROPERTY AND INDICATE DISPOSITION. (4) M.O. HOW DONE — FORCE USED — AT WHAT POINT — WITH WHAT TOOL OR WEAPON — OTHER ACTS OR TRADEMARK. (5) IF COMPLAINT IS UNFOUNDED EXPLAIN WHY.

OFFICE USE ONLY

43. REPORTING OFFICER NO.	44. CASE STATUS (STATUS MUST BE INDICATED FOR ALL CASES, INCLUDING NON-CRIMINAL INCIDENTS.	46. DATE/TIME TYPED NO.	47. REPRODUCED BY NO.
2ND OFFICER NO.	☐ OPEN (PENDING) ☐ CLOSED ☐ SUSPENDED	48. UNIT REFERRED TO:	49. UCR DISPOSITION
45. SUPERVISOR APPROVING NO.	CASE DISPOSITION (DISPOSITION OF CRIMINAL CASES MAY BE INDICATED AS APPROPRIATE) ☐ UNFOUNDED ☐ CLEARED BY ARREST ☐ CLEARED EXCEP.	50. REVIEWER NO.	PAGE NO. OF

51. COMPLAINT NO.



FLORIDA TRAFFIC ACCIDENT REPORT

MAIL TO: ACCIDENT RECORDS, DEPT. OF HIGHWAY SAFETY & MOTOR VEHICLES, TALLAHASSEE, FL 32301

TIME & LOCATION

DATE | DAY OF WEEK M T W TH F S SUN 1 2 3 4 5 6 7 | TIME AM PM | OFFICER NOTIFIED AM PM | OFFICER ARRIVED AM PM | TOTAL VEHICLES | TOTAL INJURED | TOTAL FATALS | ACCIDENT REPORT NUMBER

COUNTY | Feet or Miles N S E W ☐☐☐☐ of CITY OR TOWN (Check if in City or Town) ☐

ON STREET, ROAD OR HIGHWAY | At or Feet or Miles N S E W ☐☐☐☐ INTERSECTION OF | Local Accident Report Number

At or Feet or Miles From NODE NUMBER | NEXT NODE No. on ROADWAY | No. of Lanes 1 ☐ DIVIDED 2 ☐ UNDIVIDED | ENGINEERING STUDY NEEDED 1 ☐ Yes 2 ☐ No If yes, Explain in Narrative

ROAD SURFACE TYPE ☐
1 Concrete
2 Blacktop
3 Brick/Block
4 Slag/Gravel/Stone
5 Dirt
6 Other ....

TRAFFICWAY CHARACTER ☐
1 Straight/Level
2 Straight/Upgrade/Downgrade
3 Curve/Level
4 Curve Up/Downgrade

LIGHTING CONDITION ☐
1 Daylight
2 Dusk/Dawn
3 Dark (Street Light)
4 Dark (Not Lighted)

ROAD SYSTEM IDENTIFIER ☐
1 Interstate
2 U S
3 State
4 County
5 Local
6 Turnpike
7 Other Full Control
8 Other Major Arterial
9 Other (Explain) ....

SITE LOCATION ☐
01 Not At Intersection/RR X'ing/Bridge
02 At Intersection
03 Influenced By Intersection
04 Driveway Access
05 Railroad Crossing
06 Bridge
07 Entrance Ramp
08 Exit Ramp
09 Parking Lot/Trafficway
10 Parking Lot Aisle or Stall
11 Private Property

Vehicle ___/Pedestrian ___/Pedalcyclist ___

YEAR | MAKE | TYPE | VEH. LICENSE NUMBER | STATE | Reg. CODE | YEAR | VEHICLE IDENTIFICATION NUMBER

VEHICLE TRAVELING ON | N S E W ☐☐☐☐ At | Est. MPH | Posted Speed | VEHICLE DAMAGE $ | 1. Disabling 2 Functional 3 None 4 Other ☐

CIRCLE AREA OF VEHICLE DAMAGE

16. Undercarriage
17. Overturn
18. Totaled

INSURANCE CO. (LIABILITY OR PIP) | POLICY NUMBER | COMPANY NO. | 1 ☐ Owner 2 ☐ Driver | VEHICLE REMOVED BY: | 1 Tow Rotation List 2 Tow Owner's Request 3 Driver 4 Other ☐

OWNER'S FULL NAME (Check if Driver ☐) | ADDRESS (Number and Street) | CITY AND STATE | ZIP CODE

DRIVER (Exactly as on Driver's License) | ADDRESS (Number and Street) | CITY AND STATE | ZIP | DATE OF BIRTH

DRIVER'S LICENSE NUMBER | STATE | LIC. TYPE | BAC TEST 1 Blood 3 Other 2 Breath 4 None ☐ | RESULTS % | RES. | PHYS/DEF | AL/DRUG | LOC | RACE | SEX | CLASS | INJ | S. EQUIP | EJECT

OCCUPANT'S NAME | ADDRESS | CITY & STATE/ZIP CODE | AGE

OCCUPANT'S NAME | ADDRESS | CITY & STATE/ZIP CODE

Vehicle ___/Pedestrian ___/Pedalcyclist ___

YEAR | MAKE | TYPE | VEH. LICENSE NUMBER | STATE | Reg. CODE | YEAR | VEHICLE IDENTIFICATION NUMBER

VEHICLE TRAVELING ON | N S E W ☐☐☐☐ At | Est. MPH | Posted Speed | VEHICLE DAMAGE $ | 1. Disabling 2 Functional 3 None 4 Other ☐

CIRCLE AREA OF VEHICLE DAMAGE

16. Undercarriage
17. Overturn
18. Totaled

INSURANCE CO. (LIABILITY OR PIP) | POLICY NUMBER | COMPANY NO. | 1 ☐ Owner 2 ☐ Driver | VEHICLE REMOVED BY: | 1 Tow Rotation List 2 Tow Owner's Request 3 Driver 4 Other ☐

OWNER'S FULL NAME (Check if Driver ☐) | ADDRESS (Number and Street) | CITY AND STATE | ZIP CODE

DRIVER (Exactly as on Driver's License) | ADDRESS (Number and Street) | CITY AND STATE | ZIP | DATE OF BIRTH

DRIVER'S LICENSE NUMBER | STATE | LIC. TYPE | BAC TEST 1 Blood 3 Other 2 Breath 4 None ☐ | RESULTS % | RES. | PHYS/DEF | AL/DRUG | LOC | RACE | SEX | CLASS | INJ | S. EQUIP | EJECT

OCCUPANT'S NAME | ADDRESS | CITY & STATE/ZIP CODE | AGE

OCCUPANT'S NAME | ADDRESS | CITY & STATE/ZIP CODE

CODE INFORMATION

VEHICLE TYPE
01 Passenger Vehicle
02 Law Enforcement Veh.
03 Fire Vehicle
04 Truck (Light)
05 Truck (Heavy)
06 Truck Tractor
07 School Bus
08 City Transit Bus
09 Commercial Bus
10 Other Type Bus
11 Special Mobile Equipment
12 Taxicab
13 Ambulance/Rescue Unit
14 Motorcycle
15 Moped
16 Pedalcycle
17 Farm Equipment
18 Government/Military
19 Other..........

REGISTRATION
1 None
2 Florida
3 Other

LICENSE TYPE
1 Operator
2 Chauffeur
3 Restricted Oper.

RACE
1 White
2 Black
3 Other

SEX
1 Male
2 Female

RESIDENCE (DRIVER ONLY)
1 County of Accident
2 Elsewhere in State
3 Non-Resident State
4 Unknown

PERSON CLASS
1 Driver
2 Driver/Owner
3 Passenger
4 Pedestrian
5 Pedalcyclist
6 Other ....

PHYSICAL DEFECTS (DRIVER ONLY)
1 No Defects Known
2 Eyesight Defect
3 Sick
4 Fatigue/Asleep
5 Hearing Defect
6 Seizure, Epilepsy, Blackout
7 Other Physical Defect

INJURY SEVERITY
1 No Injury
2 Fatal (IN 90 Days) Injury
3 Incapacitating Injury
4 Non-Incapacitating Injury
5 Possible Injury
6 Non-Traffic Fatality

ALCOHOL/DRUG USE
1 Not Drinking or Using Drugs
2 Had been Drinking/Under Influence
3 Drugs/Under Influence
4 Alcohol/Drugs/Under Influence
5 Had Been Drinking

SAFETY EQUIPMENT IN USE
1 Not Installed
2 Installed/Not in Use
3 Seat Belt/Shoulder Harness
4 Safety Helmet/Eye Protection
5 Air Bag
6 Child Restraint
7 Other ....

LOCATION (IN VEHICLE)
1 Front Left
2 Front Center
3 Front Right
4 Rear Left
5 Rear Center
6 Rear Right
7 In Body of Truck
8 Bus Passenger
9 Other

EJECTED
1 No
2 Yes
3 Partial

FIRST AID GIVEN BY — NAME | ☐ 1 Dr. or Nurse ☐ 2 Certified First Aid ☐ 3 Certified First Aid (Police) ☐ 4 Other - Explain | EMS NOTIFIED AM PM | EMS ARRIVED AM PM | INJURED TAKEN TO | BY — NAME.

PROPERTY DAMAGED — OTHER THAN VEHICLES | AMOUNT $ | OWNER'S NAME | ADDRESS | ZIP

INVESTIGATOR — NAME AND RANK | BADGE NUMBER | ID NUMBER | DEPARTMENT | 1 ☐ FHP 3 ☐ CPD 2 ☐ SO 4 ☐ OTHER

DIAGRAM

INDICATE NORTH WITH ARROW

POINT OF IMPACT

V____ ☐ V____ ☐

01 Front
02 Right Front
03 Right Side
04 Right Rear
05 Rear
06 Left Rear
07 Left Side
08 Left Front
09 Top/Bottom
10 Unknown/None

NARRATIVE

FIRST/SUBSEQUENT HARMFUL EVENT

F ☐ S ☐

01 Collision With Pedestrian
02 Collision With Moped
03 Collision With Animal
04 Collision With Train
05 Collision With Pedalcycle
06 Collision With Traffic Gate
07 Collision With Parked Car
08 Collision With Construction Barricade/Sign in Rd
09 Collision With Movable Object in Road
10 Collision With Fixed Object Above Road
11 Collision With MV in Transport (Head-On)
12 Collision With MV in Transport (Rear-End)
13 Collision With MV in Transport (Left Turn)
14 Collision With MV in Transport (Right Turn)
15 Collision With MV in Transport (Angle)
16 Collision With MV in Transport (Sideswipe)
17 Collision With MV in Transport (Backed Into)
18 Collision With MV on Other Roadway
19 Collision With Crash Attenuators
20 Tractor/Trailer Jackknifed
21 Occupant Fell From Vehicle
22 MV Hit Bridge Pier/Abutment/Rail
23 MV Hit Utility Pole/Light Pole
24 MV Hit Concrete Barrier Wall
25 MV Ran Into Ditch/Culvert
26 MV Hit Other Fixed Object
27 MV Hit Sign/Sign Post
28 MV Hit Fence
29 MV Hit Tree/Shrubbery
30 MV Hit Guardrail
31 Ran Off Road/Into Water
32 Overturned
33 Fire
34 Explosion
35 Other ....

VEHICLE ACTION

V____ ☐ V____ ☐

1 Phantom
2 Hit & Run

CONTRIB. CAUSES/DRIVER/PED /PED-CYCLE

D____ ☐ ☐ ☐ D____ ☐ ☐ ☐

01 No Improper Driving
02 DWI
03 Had Been Drinking
04 Drugs/Under Influence
05 Careless Driving
06 Improper Turn
07 Improper Passing
08 Improper Backing
09 Improper Lane Change
10 Drove Left of Center
11 Disregarded Stop Sign
12 Disregarded Traffic Signal
13 Disregarded Other Traffic Control
14 Followed Too Closely
15 Failed to Yield Right-of-Way
16 Driving Wrong Side/Way
17 Equipment/Vehicle Defect
18 Exceeded Stated Speed Limit
19 Exceeded Safe Speed Limit
20 Other Improper Driving
21 All Other..................

CONTRIBUTING CAUSES/VEHICLE

V____ ☐ ☐ V____ ☐ ☐

01 No Defects
02 Defective Brakes
03 Puncture/Blowout
04 Worn/Smooth Tires
05 Steering Mechanism
06 Windshield Wipers
07 Fire (Vehicle Defect)
08 Defective/Improper Lights
09 Other ....
10 Unknown

VEHICLE MOVEMENT

V____ ☐ V____ ☐

01 Straight Ahead
02 Making Right Turn
03 Making Left Turn
04 Making U-Turn
05 Changing Lanes
06 Backing
07 Properly Parked
08 Improperly Parked
09 Enter/Leave Parking Space
10 Slowing/Stopped/Stalled

PEDESTRIAN/PEDALCYCLIST ACTION

P____ ☐ P____ ☐

01 Playing in Road
02 Standing in Road
03 Off Roadway
04 Working in Road
05 Crossing at Intersection
06 Crossing/Not at Intersection
07 Travel in Road With Traffic
08 Travel in Road Against Traffic
09 Pushing/Working on Vehicle in Road
10 Other in Roadway (Explain)
11 Unknown

PEDESTRIAN/PEDAL-CYCLIST CLOTHING

P____ ☐ P____ ☐

1 Mixed
2 Light
3 Dark

WEATHER

☐

1 Clear
2 Cloudy
3 Rain
4 Fog
5 Other ....

VEHICLE FUNCTION

V____ ☐ V____ ☐

1 None
2 Pulling Small Trailer
3 Pulling Semi-Trailer
4 Pulling Tank Trailer
5 Pulling House Trailer
6 Pulling Tandem Trailer/Tanker
7 Pulling Other Vehicle
8 Vehicle Being Towed/Pushed
9 Emergency Operation

VIOLATION (OFFENSE CHARGED)

D____ ☐ ☐ ☐ D____ ☐ ☐ ☐

01 No Violation Indicated
02 DWI
03 Manslaughter
04 Improper Backing
05 Improper Passing
06 Improper Turn/Signal
07 No/Improper Tag
08 Followed Too Closely
09 Careless Driving
10 Left Scene of Accident
11 Violation of Right-of-Way
12 Defective Equipment
13 Disregarded Traffic Signal
14 Exceeded Safe/Posted Speed
15 Driving/Wrong Side/Way on Road
16 No/Improper Use of Lights
17 Failed to Have Safety Signals
18 No/Improper Driver License
19 Unauthorized Person Driving
20 Violation Of Loading/Towing Regulations
21 Flee/Attempt to Elude Law Officer
22 Possession/Under Influence of Drugs
23 Other Violation
24 No Offense Charged

CONTRIBUTING CAUSES/ROAD

☐ ☐

1 No Defects
2 Shoulders/Soft/Low/High
3 Loose Surface Materials
4 Holes/Ruts/Unsafe Paved Edge
5 Standing Water
6 Worn/Polished Road Surface
7 Road Under Repair/Constr.
8 Obstruction With/Without Warning
9 Other ....

CONTRIBUTING CAUSES/ ENVIRONMENT

☐ ☐

1 Vision Not Obscured
2 Inclement Weather
3 Trees/Crops/Bushes
4 Sign/Billboard
5 Load on Vehicle
6 Building/Fixed Object
7 Parked Vehicle
8 Other ....

TRAFFIC CONTROL

☐

1 No Control
2 Stop Sign
3 Yield Sign
4 Traffic Signal
5 Caution/Flashing Light
6 Officer/Guard/Flagman
7 Railroad Signal
8 Posted Speed Zone
9 Other ....

LOCATION ON ROADWAY

V____ ☐ V____ ☐

1 Not On Roadway
2 On Roadway
3 Shoulder
4 Median
5 Turn Lane/Safety Zone

ROAD SURFACE/ CONDITION

☐

1 Dry
2 Wet
3 Slippery
4 Icy
5 Other

HAZARDOUS MATERIALS BEING TRANSPORTED

V____ ☐ V____ ☐

1 None
2 Flammable Liquid
3 Corrosive Materials
4 Explosives
5 Radioactive Materials
6 Poisonous Gas
7 Other

DRIVING ABILITY QUESTIONABLE RECOMMEND RE-EXAM

1 Yes 2 No D____ ☐ D____ ☐

If Yes, explain in Narrative/Supplemental Report

WITNESS-NAME 1	ADDRESS	CITY & STATE	ZIP
2			

ARREST — NAME	CHARGE	CITATION NUMBER
ARREST — NAME	CHARGE	CITATION NUMBER

WAS INVESTIGATION MADE AT SCENE? ☐ 1 Yes ☐ 2 No — Where?	IS INVESTIGATION COMPLETE? ☐ 1 Yes ☐ 2 No — Why?	DATE OF REPORT	PHOTOS TAKEN? ☐ 3 Investigation Agency ☐ 1 Yes ☐ 2 No ☐ 4 Other

Page ________ Of ________ Pages

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Law Enforcement Officer Training: Basic Course. Learner's Manual. Columbus, Ohio: Ohio State Department of Education, Division of Vocational Education, 1979.

Levie, Robert C., and Lou E. Ballard. Writing Effective Reports on Police Investigations. Holbrook Press Criminal Justice Series. Boston: Holbrook Press, 1978.

Nelson, John G. Preliminary Investigation and Police Reporting: A Complete Guide to Police Written Communication. Glencoe Press Criminal Justice Series. Beverly Hills, Calif.: Glencoe Press, 1973.

Audiovisual Materials

Field Notes. Niles, Ill.: Police Science Services, Inc. (80 slides, audio, study notes, Instructor's Guide), 1980.

Professional Procedures Program. Preparing Reports. Niles, Ill.: Police Science Services, Inc., 1976-80.

Downey P., and S. A. Guilford. Report Writing. Allston, Mass.: WGMB-TV Boston, (60 min., 16mm, film).

Plant, D. and A. Ross. Report Writing. N. Miami: Wormer Films, sale by Motorola (16 mm, color film), 1974.

Pretest (I: E)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. As a written record of an officer's activities, the law enforcement report should include the officer's ____________, ____________, and ____________.

2. By containing information pertinent to the case, the investigation report can serve what **three** purposes?

   ____

   ____

   ____

3. The investigation report is also a ____________ ____________ for those who are concerned with the case or with the officer's activities.

4. List **three** ways in which the investigation report can be of help to the planning division of a law enforcement agency's central office.

   ____

   ____

   ____

5. The investigation report is an aid to the prosecutor because he/she depends on the report to obtain and/or decide what **three** things?

   ____

   ____

   ____

6. Match the type of report with the hypothetical case by writing the number of the case next to the type of report.

Types of Reports

_____ a. investigation report
_____ b. accident report
_____ c. offense report
_____ d. complaint report

Cases

1. There was a severe fight, and the fighters were arrested.
2. A large amount of illegal drugs was found in a deserted house in a wooded area.
3. A sedan and a pick-up truck collided at an intersection.
4. A man called to inform you that he returned from his out-of-town trip to find that his boat was missing.

7. In which of the following situations should you write a report or fill out a form? (Choose **all** correct answers.)

   a. A case of grand larceny was assigned to you for investigation.
   b. A case of murder was assigned to your colleague, but you had some valid information about the case.
   c. While you were on duty, you arrested a white female and took her into custody.
   d. While you were off duty, a lady called you at home to complain about the service she got from a law enforcement agency.

8. In order to get adequate information on a case for your report, you should ask at least six basic questions concerning the case. (List these **six** questions.)

   ____________________ ____________________

   ____________________ ____________________

   ____________________ ____________________

9. List **three** supplementary materials you may need to include in your final report.

   ____________________ ____________________ ____________________

For questions 10-13, fill in the blanks.

10. To follow the first motto of good report writing, proper preparation will enable you to "____________ ____________ ____________."

11. Proper preparation for report writing requires that you know your ______________ and that you collect, ____________, analyze, and ____________ the necessary information.

12. To follow the second motto, consider the six basic principles of a good report and "____________ ____________ ____________" as you write your report.

13. You will accomplish the third motto, "______________________ ___________ ____________," by checking and editing your final report.

14. A sample portion of a final report is shown below. Which of the principles listed below does this example violate? (Choose **all** correct answers.)

    Officer A and Officer B were despatched to an armed robbery at the "Sundy" Inn as backup to Officer C. On entrance to rm. 123 Officer B saw 3 B/M holding 1 W/M face down, on the floor, between the two beds in the room. Officers A, B, and C handcufed the suspect, W/M, and sat him on one of the beds. They asked the witnesses to go out of the room with Officer C. At that time, Officer C began interviewing the victim and witnesses, who seemed to have gone through a lot of trauma.

    a. all facts included
    b. brief
    c. truthful, factual, and unbiased
    d. all information clearly presented, using correct grammar, punctuation, spelling, numbers, and abbreviations

15. The example shown for question 14 contains grammatical, spelling, and punctuation errors. Underline the errors on the sample itself and write corrections for them in the space below.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (I: E).

Answers to Pretest (I: E)

1. activities (or actions), observations, and findings (or discoveries)

2. Any three of the following are correct:

   - a complete word (or written) picture of an investigation
   - the permanent record of the case
   - the basic reference to the case
   - the basis for the evaluation of what has been done
   - the basis for deciding further action in the case
   - the basis for prosecution
   - the report becomes "the case"

3. communication aid

4. Any three of the following are correct:

   - It indicates a complete crime picture of the city or county.
   - It indicates the crime picture of a particular area within the city or county.
   - It helps in deployment of personnel and equipment in keeping with the crime picture at a given time.
   - Personnel can be concentrated in an area showing a rise in a particular type of offense.
   - Personnel can be alerted to be on the lookout for signs of the known modus operandi (M.O.) of the unidentified perpetrators in a series of offenses.
   - It helps in the planning of the law enforcement budget.
   - It aids in the distribution of funds within the department.
   - It helps in long-range planning for the department to meet changing crime conditions.
   - It can be the basis for pointing out the training needs of personnel.
   - Weaknesses and strengths of the department can be ascertained and training programs developed to eliminate the weaknesses.
   - The report may be the basis for plans and actions by personnel and agencies of whom the officer may be totally unaware.

5. Any three of the following are correct:

   - that an offense was committed
   - who perpetrated the offense
   - who was the victim
   - what evidence was available for prosecution
   - what witnesses should be subpoenaed
   - what the defense might be
   - what strategy s(he) should use to counteract the defense

6. a. 2
   b. 3
   c. 1
   d. 4 (1)

7. a, b, c

8.
- **Who** was involved?
- **What** happened?
- **When** did it happen?
- **Where** did it happen?
- **How** did it happen?
- **Why** did it happen?

9. Any three of the following are correct:
- sketch maps
- diagrams
- plans
- photographs

10. get it all

11. audience (or readers), organize, check

12. make it clear

13. get it right

14. a, d

15. Officer A and Officer B were **dispatched** to an armed robbery at the "Sundy" Inn as backup to Officer C. On entering Room 123, Officer B saw 3 black males holding 1 white male **with his** face down on the floor between the two beds in the room. Officers A, B, and C **handcuffed** the suspect, the white male, and sat him on one of the beds. They asked the witnesses to go out of the room with Officer C. At that time, Officer C began interviewing the victim and witnesses, who seemed to have gone through a lot of trauma.

Posttest (I: E)

For questions 1-5: In the left column are five basic functions of a law enforcement report. The right column lists ways in which the report serves each function. Match functions with their methods of service by writing the correct letter from the methods column next to each function.

Functions

_____ 1. written record of officer's activities

_____ 2. summary of the case

_____ 3. communication aid

_____ 4. aid to the planning division

_____ 5. aid to prosecutors, defense attorneys, and insurance companies

Methods of Service

a. The report serves as a basis for prosecution of the suspect(s) and for evaluation of the case.
b. The report lets the officer's supervisors and colleagues as well as the public know the types of crimes being committed in their community.
c. The report indicates basic facts such as who the witnesses and victims are and what evidence is available.
d. The report points out the training needs of the personnel.
e. The report provides information on the activities, findings, and observations of the officer.

For questions 6-10: The following situation may require an officer to write a report. In the blank after each item, write the type of report required for each situation. If a situation does not call for a report, write "none" on the line next to the situation.

6. While patrolling in a vehicle, an officer witnesses a fight on the street. ______________________________

7. While traveling in another state, an officer notices that the manager of a liquor store sells a bottle of whiskey to a 13-year-old boy. ______________________________

8. About midnight one Saturday, an officer receives a phone call from a lady asking the officer to come inspect the area around her house because she just heard some noises at the window facing the back yard. ______________________________

9. Officer Adams is assigned to a murder case.

____

10. While patrolling, an officer sees a station wagon run into another vehicle. ____________________________

11. Which **two** types of information does the following example contain? (Circle the correct letters.)

"Officer Ben Johnson went to a laundromat where two vending machines were broken into and the money stolen. When officer Ben Johnson got there, nobody was in the laundromat, 1234 Anywhere Street, and all lights were turned off."

a. Who did it?
b. Where did it happen?
c. When did it happen?
d. What happened?

12. The report shown below contains the answers to **three** basic questions for report writing. Which one of the following questions is not answered by the report?

"Officer Susan Smith and I went to an armed robbery at 1001 Seminole Avenue, Room 2000 of the Happy Inn. In the room, three (3) men were holding the suspect, John Doe, with his face down on the floor. Officer Smith and I handcuffed the suspect and asked the three men to step out of the room."

a. Who did it?
b. What happened?
c. When did it happen?
d. Where did it happen?

13. List **three** types of supplementary materials you may want to include in your final report.

____

____

____

14. What **three** mottos should you keep in mind in order to write a clear and valid report?

____

____

____

15. After the information for a report is collected, you should next ________________________, ________________________, and ________________________ the information. (Circle the letter of the correct answer.)

    a. organize, minimize, and handle
    b. analyze, change, and route
    c. finalize, expand, and report
    d. organize, analyze, and check

16. A sample portion of a report is shown below. Which **three** principles of good report writing does this example violate? (Circle the correct letter.)

    a. conciseness, accuracy, clarity
    b. objectivity, completeness, clarity
    c. legibility, accuracy, conciseness
    d. completeness, accuracy, legibility

17. The following example contains errors in grammar, spelling, capitalization, punctuation, and use of abbreviations. Rewrite it with all your corrections.

    On July 25 morning, this investigator was called at home by the Police Department dispatcher and advised to go to 598 Parkway Avenue and assist Officer Joe Crane in a Armed Robbery Investigation. When this investigator arrived, I was led by Officer Crane and Jimmy Peake. Officer Crane advised me of the following details:

    Mr. Peake was staying in Room 239 at the Trader Inn and a W/M knocked on his door very loudly. Mr. P answered the door, the W/M looked in and stated the wrong room. Mr P then closed the door. In a few sec. another knock on Mr. P's door and he opened the door again and the same W/M was standing there wearing a stocking mask over his head and face and surgical gloves and pointing a very old blue steel weapon. Although frightened Mr. P grabed the gun and a fight ensued at that time. Jimmy was able to hold the suspect down due to the number of people in the room that helped him. when he got in the room, Officer Crane observed a W/M being held down on the floor a weapon and a stocking mask and surgical gloves. Also when Officer Crane did a body search of the suspect he found room keys to the Trader Inn to Room 103, 105 and 224. The keys had been removed from the sign in desk at the Trader Inn.

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test. (I: E).

Answers to Posttest (I: E)

1. e
2. c
3. b
4. d
5. a
6. offense report
7. none
8. complaint report
9. investigation report
10. traffic accident report
11. b, d
12. c
13. Any three of the following are correct:
    - sketch maps
    - plans
    - diagrams
    - photographs
14. - get it all
    - make it clear
    - get it right
15. d
16. b
17. Possible corrections and changes:

    Line 1: set **morning** off with commas, OR insert **in the** before **morning** with a comma after **morning**
    Line 3: change **and** to **to**; change **a** to **an**; delete capitals from **armed robbery**
    Line 4: delete capital from **investigation**; change **this investigator** to **I** OR change **I** to **he**; change **led** to **met**
    Line 7: change **W/M** to **white male**
    Line 8: change **P** to **Peake**; change **W/M** to **white male**
    Line 9: insert **that it was** after **stated**; add a period after **Mr.**; change **P** to **Peake**

Line 10: change **sec.** to **seconds**; add **there was** before **another**; change **P's** to **Peake's**; add a comma after first **door**
Line 11: place a period after **again**; delete **and**; capitalize **The**; change **W/M** to **white male**
Line 12: add a comma after **face**; change **and** to **wearing**; add a comma after **gloves**
Line 13: add a comma after **frightened**; change **P** to **Peake**; change **grabed** to **grabbed**; add a comma after **gun**
Line 14: change **that** to **the**; change **Jimmy** to **Mr. Peake**
Line 15: change **that** to **who**;
Line 16: capitalize **When**; change **W/M** to **white male**
Line 17: add a comma after **floor**; add a comma after **weapon**
Line 18: add a comma after **Also**
Line 19: add a comma after **suspect**; add an s to **Room**; add a comma after **105**
Line 20: add a hyphen to **sign-in**

Rewritten report should look more like this:

On July 25,* morning, this investigator was called at home by the Police Department dispatcher and advised to go to 598 Parkway Avenue to assist Officer Joe Crane in an armed robbery investigation. When I arrived,** I was met by Officer Crane and Jimmy Peake. Officer Crane advised me of the following details:

While Mr. Peake was staying in Room 239 at the Trader Inn, a white male knocked on his door very loudly. When Mr. Peake answered the door, the white male looked in and stated that it was the wrong room. Mr. Peake then closed the door. In a few seconds, there was another knock on Mr. Peake's door, and he opened the door again. The same white male was standing there wearing a stocking mask over his head and face, wearing surgical gloves, and pointing a very old, blue steel weapon. Although frightened, Mr. Peake grabbed the gun, and a fight ensued at the time. Mr. Peake was able to hold the suspect down because a number of people in the room helped him. When he got in the room, Officer Crane observed a white male being held down on the floor, a weapon, a stocking mask, and surgical gloves. Also, when Officer Crane did a body search of the suspect, he found keys to Rooms 103, 105, and 224 in the Trader Inn. The keys had been removed from the sign-in desk at the Trader Inn.

* or "in the" with no comma
** optional, may read: When this investigator arrived, he

Performance Checklist
I: E Report Writing

Student's Name: ____________________

Evaluator: ____________________ Date: ____________________

Tasks	Evaluator's Rating A*	 NA**	 Comments
1. The report contains fact sheet, body, list of names, list of physical evidence, and supplementary materials.			
2. The fact sheet contains the case number, date and type of incident, names of principal people involved, their addresses and phone numbers, and name of the officer who prepared the report (in this case, the student).			
3. The body of the report includes information about the six questions of WHO, WHAT, WHERE, WHEN, HOW, and WHY.			
4. The body of the report is:			
• complete			
• objective			
• clear			
• accurate			
• concise			
• legible.			
5. The report is written with correct grammar and English usage:			
• Spelling is correct.			
• Medical and legal terms are **not** included.			
• Capitalization is correct.			
• Numbers are written correctly.			
• Only widely accepted abbreviations are used.			
• Sentences are short, simple, and direct.			

*A: Acceptable
**NA: Not Acceptable

	Evaluator's Rating		
Tasks	A	NA	Comments
6. The report is easy to read. (It should be printed or typed.)	____	____	____________________
7. The fact or information sheet is included.	____	____	____________________
8. Full names of all people involved, their home and business addresses, and their phone numbers are included in the report.	____	____	____________________
9. All physical evidence is described in the report.	____	____	____________________
10. Supplementary materials (sketch maps, diagrams, or photos) helpful in understanding the case and its report are included as needed.	____	____	____________________
11. The report was turned in on time.	____	____	____________________

Here are the guidelines for determining **WHO, WHAT, WHERE, WHEN, HOW, WHY:**

1. **WHO?**

Who was the victim?
Who discovered the crime?
Who saw or heard something of importance?
Who had a motive for committing the crime?
Who committed the crime?
Who helped the suspect?
Who made the report?
Who will sign the complaint?
Who was talked to?
Who worked on the case?
Who received the evidence?
Who marked the evidence?

2. **WHAT?**

What was the nature of the crime committed?
What do the witnesses know about it?
What actions did the suspect take?
What evidence was obtained?
What was done with the evidence?
What tools were used?
What weapons were used?
What action did the officer take?
What further action is needed?
What knowledge, skill, or strength was needed to commit the crime?
What other agencies were notified?
What was reported but did not occur?
What witnesses were not contacted?
What time was the crime committed?
What time was the crime reported?
What was your arrival time?
What time did you contact witnesses?

3. **WHERE?**

Where was the crime discovered?
Where was the crime committed?
Where were the tools or weapons obtained?
Where was the victim?
Where was the suspect seen?
Where was the witness?
Where does the criminal live?
Where does the criminal hang out?

Where is s(he) now?
Where would s(he) most likely go?
Where was s(he) apprehended?
Where was the evidence marked?
Where was the evidence stored?

4. **WHEN?**

When was the crime committed?
When was the crime discovered?
When were the authorities notified?
When did help arrive?
When did the authorities arrive at the scene?
When was the guilty party arrested?
When was the victim last seen?
When will the complaint be signed?

5. **HOW?**

How was the crime committed?
How did the criminal get to the scene?
How did the criminal get away?
How did the criminal obtain information in order to commit the crime?
How were the tools obtained?
How was the crime discovered?
How did you get your information regarding the crime?
How did you manage the arrest?

6. **WHY?**

Why was the crime committed?
Why were certain tools or weaons used?
Why was the crime reported?
Why were witnesses reluctant to talk?
Why was the witness anxious to point out guilty parties?
Why was there so much time before the crime was reported?
Why did the criminal use a certain M.O. in gaining entry?

Supplemental questions such as the following might also need answering:

With whom did the criminal associate?
With whom was the victim last seen?
With whom are the witnesses connected?
With whom did the criminal commit the crime?
With whom did you talk at the scene and at other places?
With whom did you work on the investigation?
With whom did you expect to find the suspect?
With what trade or profession are the tools associated?
With what other crime is this crime associated?
How much knowledge was necessary to commit the crime?
How much damage was done?

How much property was taken?
How much money was taken (denominations)?
How much did the victim claim was stolen?
How difficult was it to carry the property away?
How much information are the witnesses not giving out?
How much is the victim withholding?
How much additional information do you need to help solve the crime?

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Appendix II
Words Confused in Meaning or Usage

Word Groups	Explanations
1. accomplice	A guilty helper: an **accomplice** in a crime.
assistant	One who gives aid or assistance: an **assistant** to the President.
2. admitted	The patient was **admitted** to the hospital. The subject **admitted** that he stole the watch.
committed	The subject **committed** the offense. The officer is **committed** to protecting the public.
submitted	Turned in: **submitted** a resignation, **submitted** a report to a superior, **submitted** a paper to an instructor, **submitted** a recommendation for a change in procedure. Yielded: **submitted** to the authorities.
3. afflicted	Having an affliction: **afflicted** with a disease.
inflicted	Imposed: A penalty was **inflicted.** He **inflicted** his misery on his friends.
4. aggravated	Made more intense: **aggravated** battery, **aggravated** rape.
annoy	Disturb, bother, irritate. (Aggravate should not be used to mean annoy in law enforcement documents.)
5. allowed	Smoking is **allowed** only in the rear of the airplane. Each citizen is **allowed** his Constitutional rights. The officer is **allowed** half an hour for lunch.
thought	The officer **thought** (not allowed) that the witness was frightened.
6. allusion	A reference to something: an **allusion** to Noah's Ark.
illusion	An unreal or mistaken visual image or impression.
7. almost	Nearly (adverb): **Almost** all members were present.
most	Quantity (adjective): **Most** officers are competent.
8. among	**Among** three or more things.
between	**Between** only two things.
9. amount	Measurement in bulk: an **amount** of money, an **amount** of food.
number	Things that can be counted: the **number** of people, the **number** of cars.

10. anxious	Worried: The subject was **anxious** about the interrogation.
eager	Anticipating with pleasure or hope: The child was **eager** for Christmas Day to come.
11. apparent	Clear, visible; seeming, but not proved scientifically or by facts.
evident	Clear through proof or visible signs (through evidence).
12. apt	Having ability: an **apt** student. Suitable, appropriate: an **apt** response.
liable	Subject to, responsible for: **liable** to arrest, **liable** for property stolen.
likely	Probably: The subject will **likely** commit another crime. (**Liable** and **apt** are inexact when used to mean likely.)
prone	Inclined, disposed to: **prone** to exaggerate. (**Prone** implies a tendency, a habit.)
13. are	Part of the verb "to be": The officers **are** en route to the scene.
or	Conjunction: Either the victim **or** the witness is mistaken.
14. attributed	Related to cause, blamed: He **attributed** the accident to the wet street.
contributed	Gave one's share: He **contributed** to the conversation. He **contributed** to the fund.
15. bad	Unfortunate (adjective): a **bad** break. Unwell, poor (predicate adjective): The patient looks **bad.** He feels **bad.** The situation looks **bad.**
badly	Poorly, extremely (adverb): He performed **badly.** He had a **badly** broken foot.
16. better	Comparison of two things: The cake is **better** than the pie.
best	The highest degree (comparing more than two things): It was the **best** cake he had ever tasted.
17. can	Able to, capable of: The child **can** feed himself.
may	Has permission: The child **may** eat his lunch now.
18. coherent	Sticking together, consistent, logical: a **coherent** conversation, **coherent** speech or expression, a **coherent** paragraph.
inherent	In the essential nature or character of a thing, inborn: **inherent** talents.
19. deceased	Dead: Her husband is **deceased.**
diseased	Ill: His lung is **diseased.**
20. descent	The way downward (opposite of **ascent**).
dissent	Disagreement, to disagree (opposite of **assent**).

21. disinterested	Unbiased, objective, impartial, without vested interest: The judge must be a **disinterested** person.
uninterested	Not interested, indifferent: The judge must be a **disinterested** person, but he need not be **uninterested** in the case.
22. dominant	Controlling (adjective): the **dominant** factor or characteristic.
dominate	To rule or to control (verb): He **dominates** his associates. She always **dominates** the conversation.
domineering	Exercising overbearing control (adjective): His neighbors described him as a **domineering** man.
23. each other	Used with two: The two victims helped **each other** escape.
one another	Used with more than two: Members of the police force assisted **one another.**
24. economic	Referring to science or business: an **economic** principle, **economic** conditions.
economical	Inexpensive or thrifty: an **economical** purchase, an **economical** person.
25. emigrant	One who moves out of a country: an **emigrant** from France to the U.S.A.
immigrant	One who moves into a country: An **emigrant** from France is an **immigrant** in the U.S.A. (One emigrates from a country and immigrates to a country.)
26. eminent	Distinguished, famous: an **eminent** author, an **eminent** detective.
imminent	Threatening to happen at once: A storm is **imminent.** An arrest is **imminent** (about to happen).
27. expected	Looked forward to, was prepared for: The officer **expected** to make an arrest within the hour. They **expected** company on Sunday.
suspected	Was suspicious, had doubts, distrusted: The officer **suspected** that the subject was guilty.
supposed	Presumed, assumed, thought possible: He **supposed** that his wife was visiting a neighbor.
28. facility	Ease or skill: He moved with **facility.** Buildings, equipment designed for a specific function or service: police **facility,** educational **facility,** hospital **facility.**
faculty	Power: the **faculty** of sight, one's mental **faculty.** Teachers: the **faculty** of a university.

29. famous	Renowned: A **famous** person is well-known for his good deeds or reputation.
notorious	Infamous: A **notorious** person is well-known for his bad deeds or reputation. (George Washington is **famous**. Hitler is infamous or **notorious**.)
30. fewer	Used with things that are counted individually: **fewer** people, **fewer** reasons.
less	Used with nonspecific amounts: **less** cotton this year, **less** money, **less** courage.
31. good	Used as an adjective: He is a **good** man. The man is **good**. He feels **good**.
well	Used as an adverb: He drove **well**. He speaks **well**. He responded unusually **well**.
32. hanged	The criminal was **hanged**. The executioner **hanged** the criminal (referring to an execution).
hung	The man **hung** the picture (not referring to an execution).
33. healthy	A condition: a **healthy** person.
healthful	Contributing to health: a **healthful** exercise.
34. imaginary	Not real: an **imaginary** illness, an **imaginary** playmate.
imaginative	Of the imagination: **imaginative** literature, an **imaginative** plan.
35. implied	Suggested without saying: The witness **implied** that he had doubts.
inferred	Refers to the reader's or the hearer's conclusion: When he told her to "get lost," she **inferred** that he meant for her to leave the house.
36. in	One is **in** the room (is already there).
into	One comes **into** (enters) the room.
37. informant	One who gives requested information: A witness is an **informant**.
informer	One who gives unsolicited knowledge or news: An **informer** tells on another for a reward.
38. regardless	Without regard or consideration: He robbed the bank, **regardless** of the consequence.
irregardless	Mistakenly used for **regardless**. Only **regardless** is correct.

39. judicial	Referring to a judge or a court (adjective): a **judicial** decision (one made by a judge or a court), **judicial** robes (the robes of the judge).
judicious	Showing sound judgment: The court made a **judicious** decision.
	NOTE: A **judicial** decision (one made by a court) is not necessarily **judicious** (not necessarily characterized by sound judgment).
40. justifiable	Can be proved just: The action is **justifiable.**
justified	Has been proved just, freed from guilt: The action is **justified.** The subject was **justified** (freed from guilt, proved not guilty).
41. laid	Placed: The subject **laid** the pistol on the table.
lay	Reclined: The victim **lay** face down on the floor.
42. learn	The officer **learns** how to write a report.
teach	The instructor **teaches** the officer how to write a report.
43. leave	Go out or away: **leave** the room, **leave** home, **leave** town.
let	Allow, permit: **Let** us leave the room. **Let** the witness tell his story.
44. manners	One's habitual behavior: good **manners,** bad **manners.**
mannerisms	Peculiarities of acting or speaking: One of his **mannerisms** was stroking his chin with his right forefinger.
45. party	The person or persons on one of the two sides of an action: the **parties** in a legal action.
person	An individual human being: One other **person** was present.
	NOTE: In the police report the officer does not use party to mean subject, victim, and so forth. He uses the specific word.
46. peaceable	In a state of peace: a **peaceable** person, a **peaceable** nation (one not inclined to disorder or war).
peaceful	Calm: a **peaceful** scene, a **peaceful** person.
47. real	Actual (adjective): the **real** thing, the **real** reason.
really	Actually (adverb): **really** tired, **really** angry, **really** did not know.
48. regular	Used as an adjective: He was a **regular** customer at the Happy Hour Bar.
regularly	Used as an adverb: He ate **regularly** at the Hot Coffee Cafe.

49. satisfying	A **satisfying** experience (one that fulfills desires), **satisfying** a creditor (giving him what is due), **satisfying** requirements (fulfilling them), **satisfying** a doubt (answering it).
satisfactory	A **satisfactory** performance, a **satisfactory** answer (one that meets the requirements).
50. sensible	Perceptible to the five senses or to the mind, having the capability to perceive or to receive impressions: A **sensible** person has alert senses and an alert mind.
sensitive	Relating to the senses: **sensitive** to pain. Highly susceptible: **sensitive** to criticism.
51. sensual	Relating to the physical appetites; fleshly; carnal; sometimes lewd.
sensuous	Relating to the senses or sense impression: A **sensuous** description appeals to the physical senses.
52. sever	To cut, to separate (verb): The victim stated that he planned to **sever** his relationship with his wife.
severe	Intense (adjective): a **severe** disease, a **severe** case of flu, a **severe** cold.
53. sit	**Sit** down. The man will **sit.**
set	**Set** the vase on the table (place it there). He **set** the vase on the table yesterday (placed it there).
54. who	Used as subject of a verb: The subject is the same white male **who** robbed the bank. (**Who** is the subject of the verb "robbed".)
whom	Used as an object: The subject is the man **whom** the witness saw. (Witness saw **whom**—object of the verb "saw".)

Appendix III

Words Commonly Confused Because of Their Sounds

Word Groups	**Explanations**
1. advice	Noun: Give **advice** to the subject.
advise	Verb: **Advise** the subject of his rights.
2. air	We breathe the **air.**
heir	She is the **heir** to the estate.
3. aisle	A passageway: the **aisle** in the theater.
isle	An island: the **isle** of Capri.
4. allowed	Permitted: No beer is **allowed.**
aloud	Orally: Read **aloud.**
5. all ready	We are **all ready.**
already	He has **already** gone.
6. all together	All as a group.
altogether	Completely, wholly.
7. altar	The **altar** is in the church.
alter	You must **alter** (change) the plans.
8. ascent	Movement upward: the **ascent** up the hill.
assent	Understanding, approval, agreement: **assent**, or give **assent**, to the decision.
9. assistance	Aid: Give us **assistance.**
assistants	Those who give assistance or aid: We have three **assistants.**
10. attendance	Presence: Fifty people were in **attendance. Attendance** was good.
attendants	Those who attend, escort, or serve others: The hospital **attendants** are efficient.
11. bail	Provide **bail** for the arrestee. **Bail** out of the airplane. **Bail** water out of the boat. The **bail** (handle) of the bucket.
bale	A large bundle: A **bale** of cotton.
12. ball	Play **ball.**
bawl	The child can **bawl** loudly.
13. bare	Naked or unadorned: the **bare** hands, the **bare** walls.
bear	**Bear** a burden. Do not feed the **bear.**
14. base	Location: first **base** in baseball, a **base** of operation, a CB radio **base,** a military **base.**
bass	Tone: The singer has a **bass** voice. He plays a **bass** guitar.

15.	beach	Spend a weekend at the **beach.**
	beech	This is a **beech** tree.
16.	beat	The subject **beat** the victim; the winner **beat** the loser. The police officer walked the **beat.**
	beet	The **beet** is a vegetable.
17.	berry	Eat a **berry**
	bury	**Bury** the dead. **Bury** the money. **Bury** the evidence.
18.	berth	Location: The **berth** where the ship anchors, the **berth** (bunk) on the ship or the train. Space: give wide **berth** to.
	birth	Coming into existence: the **birth** of a child, the **birth** of the kittens, the **birth** of an idea or a plan.
19.	blew	The officer **blew** the whistle.
	blue	The sky is **blue.** The man feels **blue** (sad).
20.	boar	A wild hog.
	bore	To tire: **bore** a person, to be a **bore.** Drill: **Bore** the hole.
21.	board	**Board** the train. **Board** up the windows. Clean the chalk**board.** The **boards** of the roof are red. They lived on the sea**board** of France.
	bored	He **bored** a hole. The movie **bored** him.
22.	born	Came into existence: A child was **born.** An idea or plan was **born.**
	borne	Carried: He has **borne** the burden. The mother has **borne** the child.
23.	brake	**Brake** the car slowly.
	break	**Break** the relationship. **Break** the glass.
24.	bread	Eat the **bread.**
	bred	The stable **bred** a winning line of horses.
25.	bridal	Referring to the bride: the **bridal** gown, the **bridal** shower.
	bridle	Restraint: The horse wears a **bridle. Bridle** your tongue. Show offense: Don't **bridle** at the suggestion.
26.	buy	**Buy** a screwdriver.
	by	Sit **by** the stream. The car whizzed **by.**
27.	canvas	Material: an artist's **canvas,** a tent made of **canvas.**
	canvass	Survey: **Canvass** the neighborhood for votes.
28.	capital	The main one: **capital** letter, **capital** punishment, **capital** city.
	capitol	A building: the **Capitol** in Washington, D.C.

29.	ceiling	The **ceiling** of the room is painted white.
	sealing	Be careful **sealing** the envelope. **Sealing** off the crime scene is necessary.
30.	cell	Close the prison **cell.** The **cells** in the body are microscopic.
	sell	**Sell** the car.
31.	cent	A penny is one **cent.**
	scent	The hounds followed the **scent** (odor).
	sent	The man **sent** a note.
32.	cite	Point out: **cite** an example, **cite** a reason.
	sight	That which is seen: a gory **sight.**
	site	The position (specific location) of a thing: the **site** of the new police facility, the **site** of the statue, the **site** of the town.
33.	climb	**Climb** the fence.
	clime	A geographical region or its climate: a tropical **clime.**
34.	coarse	Unrefined: **coarse** sand, **coarse** language.
	course	A **course** of study, the **course** (route) of the ship, of **course.**
35.	colonel	**Colonel** Jones is our officer.
	kernel	Core: **kernel** of corn, the nut.
36.	complement	That which completes: The tie is an attractive **complement** to the suit. The predicate noun is a **complement** to the linking verb.
	compliment	A tribute: He paid a **compliment** to his friend.
37.	core	The **core** of the apple, the **core** of the argument.
	corps	The **corps** of engineers, the Air **Corps.**
38.	creak	A sound: The boards **creak.**
	creek	A stream.
39.	days	Plural form of **day.**
	daze	Stupefied or stunned: in a **daze** from the blow on the head, in a **daze** from the bright light.
40.	dear	A **dear** friend, a **dear** price (high).
	deer	An animal.
41.	descent	The way downward (opposite of ascent).
	dissent	Disagreement, to disagree (opposite of assent).
42.	dew	The **dew** is on the grass.
	do	Verb: **Do** this.
	due	Owed: The balance **due,** the report is **due.** Fit or appropriate: **due** cause. Adequate, sufficient: **due** time, **due** process. Because of: **due** to the delay.

43.	die (dying) dye (dyeing)	Cease to exist. Color: **Dye** the shirt. The **dye** was red.
44.	dual duel	Twofold: a **dual** purpose. A contest between two people: Fight a **duel.**
45.	earn urn	**Earn** money, **earn** respect. Vase: an ancient **urn,** an **urn** for ashes.
46.	fair fare	**Fair** weather, **fair** complexion, **fair** play, **fair** treatment, State **Fair.** Fee: Pay a **fare.** Go through a bad experience or condition: **fare** badly. Menu: the bill of **fare.**
47.	flea flee	The **flea** bites the dog. The suspects **flee.**
48.	flew flue flu	The bird **flew** away. The airplane **flew.** The **flue** in the chimney, the **flue** pipe in an organ (musical instrument). Colloquial abbreviation of **influenza:** He has the **flu.**
49.	flour flower	Use **flour** to make bread. The rose is a **flower.**
50.	fore four	Forward, advanced, toward the front: **fore**limb, **fore**paw, **fore**fathers, **fore**runners. Number: **four** victims.
51.	forth fourth	Onward or outward: Go **forth** from the building. Come **forth** from hiding. From the number **four:** the **fourth** offense.
52.	foul fowl	Bad: a **foul** ball, a **foul** odor, **foul** play. A bird.
53.	gait gate	Way of walking: the **gait** of the horse. Close the **gate** in the fence.
54.	gamble gambol	Take a chance; wager; bet: **Gamble** the money away. **Gamble** on the outcome. Bound, spring, dance, leap in play: The lambs **gambol** on the grass.
55.	gorilla guerilla	An animal. Revolutionary: **guerilla** warfare, the **guerilla** who burned the village.
56.	grate great	Rasp: to **grate** a lemon, **grate** the teeth, **grate** the nerves, the **grate** in the stove. Large in size, magnitude, intensity, or importance (an adjective): a **great** officer.
57.	grisly grizzly	Horrifying, ghastly: a **grisly** scene. Grayish: a **grizzly** bear.

58.	groan	A moaning sound.
	grown	The man is **grown.** The child has **grown** (past participle of the verb "to grow").
59.	hair	The **hair** on the head, the **hair** on an animal.
	hare	Group of animals including the American rabbit.
60.	hall	The **hall** in the house is long.
	haul	**Haul** the trailer.
61.	heal	Physicians **heal** the sick.
	heel	The **heel** is a part of the foot.
62.	hear	**Hear** the sound.
	here	Come **here.**
63.	Heard	He **heard** the sound (past tense of the verb "to hear").
	herd	There is a **herd** of cattle.
64.	hole	Opening: a bullet **hole** in the wall; a **hole** in the ground; a **hole** in the pocket.
	whole	Entire: the **whole** thing; the **whole** truth; the **whole** apple.
65.	holy	Sacred: **Holy** Bible, a **holy** man, a **holy** place.
	wholly	Completely, absolutely.
66.	hour	Time: an **hour** of the day.
	our	Pronoun: **our** country.
67.	idle	An **idle** person is unoccupied. An **idle** thought is worthless. **Idle** funds or **idle** hours are not being used properly. An **idle** person is lazy. The car **idles.**
	idol	An image of a god: a stone **idol.** An object of great devotion: The singer is a teenager's **idol.**
68.	innocence	State of being **innocent:** The evidence proved his **innocence.**
	innocents	Blameless or naive persons: the **innocents** abroad.
69.	it's	Contraction for "it is."
	its	Possessive pronoun: The dog lost **its** leg.
70.	knead	Press: **Knead** the dough to make bread.
	need	Require: **need** food or clothing, be in **need.**
71.	knew	The witness **knew** the subject (past tense of the verb "to know").
	new	A **new** car, a **new** coat, a **new** person.
72.	knot	Tie a **knot.** Deal with this **knotty** problem.
	not	Negative: He is **not** here.

73. know	The witnesses **know** the subject (present tense of the verb "to know").
no	Negative: **No** fingerprints were lifted.
74. lain	The man has **lain** down to rest (past participle of the verb "to lie").
lane	Path: Walk down the **lane.** The highway has four **lanes.**
75. lead	Chemical element: the **lead** in the pencil, the **lead** in a bullet.
led	The victim **led** the officers to the kitchen (past tense of the verb "to lead").
76. lessen	Decrease or reduce.
lesson	Teach a **lesson.** Learn a **lesson.** Read the **lesson.**
77. lie	Falsehood: He told a **lie.** He will **lie** under oath. Recline: The babies **lie** in the crib.
lye	**Lye** is used in soapmaking.
78. loan	Borrow: Make a **loan.**
lone	Without company or associates: the **lone** assailant.
79. made	He **made** a million dollars (past tense of the verb "to make").
maid	The **maid** cleans the apartment on Thursdays.
80. main	Chief or principal: the **main** one, the **main** point, the **main** subject.
mane	Hair: the horse's **mane,** the lion's **mane.**
81. meat	Flesh: **meat** of an animal, the **meat** of a nut (edible part).
meet	Encounter: **Meet** my friend. **Meet** at 10:00 a.m. The track **meet** ended.
82. medal	Award or pendant: a religious **medal,** a **medal** of honor.
meddle	Interfere, show an unnecessary interest: **meddle** in the affairs of another.
83. metal	Chemical substances: iron, tin.
mettle	One's courage, honor, fortitude, spiritual strength.
84. muscle	Exercise strengthens the **muscles.**
mussel	Marine mollusk: **mussel** shells.
85. on	Come **on; on** the table.
own	Possess: **own** property. Admit to: **own** the crime, **own** a weakness.

86. pain	Ache, a soreness, hurt: in **pain**, the **pain** of parting.
pane	Glass: the window **pane**.
87. pair	A unit of two: a **pair** of shoes.
pare	Peel: **Pare** the apple.
88. pale	Lack of color: a **pale** face, a **pale** light.
pail	A bucket.
89. patience	The ability to wait, to endure: One needs **patience**.
patients	Clients: the doctor's **patients**, the **patients** in the hospital.
90. peace	Absence of conflict: to keep the **peace**, disturbing the **peace**, a **peace** treaty.
piece	A portion: a **piece** of pie, a **piece** of evidence, "a **piece** of the action."
91. peal	Sound: The bells **peal**.
peel	Pare: **Peel** the apple. **Peel** the wrapping from the package.
92. pedal	A bicycle **pedal**, a piano **pedal**.
peddle	Sell from place to place: The merchant **peddles** his goods.
petal	The **petal** of a flower.
93. peer	Look: **peer** inside the closet, **peer** behind the door.
pier	The **pier** in a bridge, the **pier** where a boat is tied.
94. plain	In **plain** sight, **plain** language, **plain** food, **plain** living, the **plains** of Texas.
plane	Flat, level, even; a tool; an **airplane**.
95. pray	**Pray** to God.
prey	Victim of violence: The hawk swoops down upon its **prey**. To seize or attack: The criminal will **prey** on his victim.
96. precedence	Priority in time, importance, or rank: One thing has **precedence** over another.
precedents	Justifications: Previous court rulings can serve as **precedents** for later rulings. There are two **precedents** for the current ruling.
97. presence	Your **presence** is requested. His **presence** at the scene was suspicious. **Presence** of mind is being alert.
presents	Bring **presents** to the children.
98. pride	He has **pride** in his work.
pried	He **pried** open the door (past tense of the verb "to pry").

99.	principal	The main one: **principal** of the school, **principal** reason, **principal** crime.
	principle	Rule or basis: **principle** of behavior; **principles** of physics.
100.	rain	**Rain** makes the streets wet.
	reign	A period of rule: a king's **reign**, Miss America's **reign.**
	rein	Restrain, restraints: **rein** the emotions, the strap on the horse's bridle.
101.	raise	Movement upward: **raise** the window, **raise** a child, **raise** a salary, get a **raise**, **raise** the price.
	rays	The **rays** of the sun, X-**rays.**
	raze	Wound: **raze** the skin. Demolish: **raze** the building.
102.	rap	**Rap** on the door.
	wrap	**Wrap** the package. **Wrap** up the investigation.
103.	read	He **read** the report (past tense of the verb "to read").
	red	Blood is **red.**
104.	real	Actual, not imaginary, not an image: a **real** occurrence, a **real** reason.
	reel	Spool: Yarn is wound on a **reel.** Whirl: **reel** around, a drunk **reels.**
105.	residence	There is the victim's **residence.**
	residents	The **residents** of the apartment live there.
106.	right	The **right** way, the **right** thing to do, **right** motives, **right** answers, the **right** lane, the **right** side.
	rite	Ritual: a religious **rite**, **rite** of initiation.
	wright	Maker: A play**wright**, a wheel**wright.**
	write	**Write** a letter. **Write** a report.
107.	road	The car travels on the **road.** The patient is on the **road** to recovery.
	rode	He **rode** the horse (past tense of the verb "to ride").
	rowed	They **rowed** the boat (past tense of the verb "to row").
108.	role	Part: the officer's **role** in the investigation, the actor's **role** in the play.
	roll	**Roll** the ball. The wheels **roll.** Eat a **roll** with dinner. Call the **roll** of officers. The **roll** (roster or list) of officers is updated.
109.	sail	**Sail** the boat. **Sail** around the world. The hawk **sails.** The **sail** of the boat is blue.
	sale	They had a garage **sale.**

110.	scene	The **scene** of the crime, the **scene** in a movie, the **scene** of the accident, a **scene** between a husband and wife.
	seen	The officer had **seen** such a situation many times before (past participle of the verb "to see").
111.	sea	The ocean.
	see	Observe, have sight of, understand.
112.	seam	The line or fold at which two things are joined: the **seam** in the dress, the **seam** in the scar, **seam** up the trousers.
	seem	Appear, give the appearance of: Does the witness **seem** agitated?
113.	sense	The five physical senses; intelligence; meaning (in the **sense** of). Perception or discernment: a **sense** of money, a **sense** of right and wrong, a **sense** of direction, good **sense**, horse **sense**, common **sense**, to **sense** that something is wrong.
	since	**Since** the victim was not at home, the burglar escaped. The President was elected two years ago and has **since** been re-elected. **Since** February 5, 1977, the subject has not been seen.
114.	sew	**Sew** the dress. **Sew** up the wound.
	sow	**Sow** the seed. Reap what you **sow.**
115.	shear	Cut: **shear** sheep, **shear** hair, a pair of **shears.**
	sheer	Thin, transparent: a **sheer** dress. Pure, undiluted, unqualified: **sheer** foolishness. Steep: a **sheer** cliff.
116.	shone	The sun **shone.** The waxed floor **shone.**
	shown	Has displayed or made clear: has **shown** the movie, has **shown** his displeasure (past participle of the verb "to show").
117.	soar	Birds **soar** in the sky. Prices **soar.** One's spirits **soar.**
	sore	Painful; angry: **sore** foot, a **sore** on the foot, **sore** about the separation.
118.	soared	The birds **soared** in the sky. Prices **soared.**
	sword	A weapon.
119.	sole	Bottom: the **sole** of the shoe. Only: the **sole** reason.
	soul	The spirit as distinguished from the body.
120.	some	General amount: **some** part, **some** person, **some** of the people.
	sum	Fixed amount, total: a **sum** of money, the **sum** of one's experience.

121.	son	He is the **son** of the mayor.
	sun	The **sun** shines.
122.	stairs	The **stairs** in the house are steep.
	stares	She **stares** at the scene.
123.	stake	He put a **stake** in the ground. There was a **stake**-out to catch the subject.
	steak	Eat a **steak.**
124.	stationary	In one place, not moving: The house is **stationary.**
	stationery	Write a letter on **stationery.**
125.	steal	Did he **steal** the car?
	steel	Metal: a **steel** rod, a **steel** fence. Strengthen: **steel** oneself for the worst.
126.	tail	The **tail** of the dog, the **tail** end.
	tale	Tell a **tale.**
127.	tear	He shed a **tear.**
	tier	Layer: A row is a **tier.**
128.	than	Comparison: more **than** enough.
	then	Time: **Then** the victim led the officer to the kitchen.
129.	their	Pronoun: The officers escorted the subject to **their** police vehicle.
	there	Place: **There** were two subjects. Ten people were **there.**
130.	threw	He **threw** the ball.
	through	Enter **through** the front door. The dates include May 1 **through** July 31. (**Thru** is not an acceptable spelling.)
131.	throne	The king sits on a **throne.**
	thrown	He has **thrown** the ball (past participle of the verb "to throw").
132.	tied	The subject **tied** the victim's hands (past tense of the verb "to tie").
	tide	The sea was at ebb **tide.**
133.	to	He proceeded **to** the scene **to** search the room.
	too	The insult was **too** much. They came along, **too.**
	two	**Two** subjects were under suspicion.
134.	toe	She broke her **toe.**
	tow	**Tow** the wrecked car.
135.	troop	Company unit: a **troop** of soldiers, a **troop** of patrolmen.
	troupe	Performers: a **troupe** of actors or show people.

136.	vain	Proud: a **vain** man. To no avail: in **vain.**
	vane	A weather **vane** shows wind direction.
	vein	The blood flows through the **veins.** She spoke in a humorous **vein.**
137.	vale	A valley.
	veil	Covering: a **veil** over the face.
138.	vial	Container: a **vial** of medicine.
	vile	Mean, low, objectionable: **vile** weather, **vile** language.
139.	waist	The belt is too small for his **waist.**
	waste	Don't **waste** the food.
140.	wait	**Wait** for someone to arrive. **Wait** on the customers in the restaurant.
	weight	Her **weight** is 100 pounds.
141.	waive	Give up: **waive** one's rights.
	wave	A **wave** in the ocean, **wave** one's hand in greeting or farewell.
142.	ware	Goods bought and sold: stone**ware**, silver**ware**, hard**ware**, **wares.**
	wear	You will need to **wear** your jacket.
143.	way	The **way** to go, in every **way**, a **way** of life, a right-of-**way.**
	weigh	Measure: **weigh** the produce.
144.	weak	Opposite of strong: a **weak** man, a **weak** leg.
	week	Period of time: one **week**, last **week**, next **week.**

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THE COURTS

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Block II: The Courts
Unit A: U.S. Court System
Section 1: Federal Courts

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Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the document which provides for the establishment of a federal court system.
2. Identify by number the constitutional provision which states the duration of office for a federal judge.
3. Identify characteristics of trial and appellate courts, including geographical jurisdiction and procedures.
4. Identify the types of jurisdiction held by the three levels of federal courts.
5. Identify which court of appeals has jurisdiction in Florida federal cases.
6. Define the terms "original jurisdiction," "appellate jurisdiction," and "tyranny."
7. List at least three kinds of cases the Supreme Court chooses to hear.
8. List the two main responsibilities the Supreme Court must consider in making its decisions.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Briefly review the historical background of the Constitution, pointing out the concerns of the writers who included Article III, Section 1 in the Constitution. Display a copy of the original document including this article, if available.
3. Discuss the philosophy of the federal court system.
4. Point out the provisions set forth in the one brief paragraph called Section 1.
5. Review the development of the judicial system from its inception in Article III to the system which operates today. Emphasize the extensive impact it has on our democratic way of life today.
6. Describe the structure of the federal court system, giving the characteristics of each level in the system. Clarify the role of the Supreme Court and its various jurisdictions in relation to the lower courts.
7. Clarify any questions students may have about objectives, terminology, concepts, or diagrams as they go through the unit.

Supporting Activities

Using debate teams, discussion groups, or written assignments, discuss these topics:

- The advantages and disadvantages of our system of checks and balances of governmental power contrasted with other governments' approaches to criminal justice.
- The question of balancing protection of the individual and protection of society. Although the newspaper article, "Now the question is: Who isn't a bit crazy?", included in Reference Materials, is not concerned with the role of the Supreme Court, the Hinckley verdict points out some difficulties in establishing that balance and deciding the issue between social safety and personal freedom. The article may be duplicated and used as a basis for discussion.

The material in the Student Guide is very basic and does not go into great depth in any of the subject areas. If you desire to cover the material in greater depth, the following texts are recommended sources of information:

Berkley, Giles, Hackett, and Kassoff. Introduction to Criminal Justice. Boston: Holbrook Press, Inc., 1976.

Chamelin, Fox, and Whisenand. Introduction to Criminal Justice. Englewood Cliffs, N J: Prentice-Hall, Inc., 1979.

Cole, George F. The American System of Criminal Justice. North Scituate, MA: Duxbury Press, 1979.

Hemphill, Charles F., Jr. Criminal Procedure: The Administration of Justice. Santa Monica, CA: Goodyear Publishing Co, Inc., 1978.

International Association of Chiefs of Police. Law Enforcement Legal Review. 13 First Field Road, Gaithersburg, MD. A periodical that summarizes Supreme Court decisions; various issues.

Now the Question Is: Who Isn't A Bit Crazy?

John Hinckley tried to kill President Reagan in order to impress actress Jodie Foster and was found not guilty by reason of insanity.

But was he crazier than John Gacy, who killed 33 young men and boys and buried most under his suburban Chicago house? Was he crazier than Richard Chase, the "Sacramento vampire" who killed six people and drank their blood?

Or Darlin June Comer, who was said to believe that blacks were meant to be cooked and eaten like chickens and that she was killing a rabbit when she strangled a 5-year old black boy in Oakland, California?

All three of those defendants were found sane and convicted; Hinckley was not.

Was he crazier than Sirhan Sirhan, Jack Ruby, Arthur Bremer or thousands of others across the country each year who commit hideous and bizarre crimes but are found sane and sent to prison?

After the outcry over the Hinckley verdict Monday, the underlying questions remain.

Who is insane? Who is so far from reality to be not accountable for their actions? How can we tell? And, ultimately, who is to decide?

Carol Bitner, a Peoria, Illinois, housewife and mother of three small children, summed up the reaction to the Hinckley verdict.

"It doesn't seem right," she said. "Maybe something is wrong with him. But still, he tried to take somebody's life."

"That does not mean that they should not be punished for hurting other people and hurting society."

Dr. Stanley Portnow, head of the American Academy of Psychiatry and Law, disagreed: "There are people with mental diseases and mental defects who are not cognitive of their wrongdoing."

He said those people should not be held accountable any more than a child who finds a loaded gun and accidentally shoots a playmate.

John Monahan, a researcher at the Institute of Law, Psychiatry, and Public Policy at the University of Virginia, said studies show that only 1 in 20 people in prison are psychotic.

"Most people who commit crimes are not severely mentally ill," he said.

He also said a new study shows how rarely the insanity defense is successful: Of an estimated 10 million arrests in 1978, there were only 1,625 defendants found innocent by reason of insanity.

But Jules Gerard, a law professor at Washington University in St. Louis, said Hinckley was no crazier than many other people who do not commit crimes.

"Fifteen percent of the population in this country has the same kind of personality disorder as Hinckley, and these people should not be allowed to shoot anyone with immunity," Gerard said.

The controversy over the insanity defense, like so many legal questions, is a classic confrontation of individual rights versus protection of society. Society wants to take the humanitarian view that people who are not responsible for their actions should not be punished. At the same time, society wants to be protected from crime and the notion that criminals can use legal loopholes to get away with murder.

Critics say the insanity defense does too much to help the individual and not enough to protect society. In the last seven years, eight states have approved laws to keep people who win insanity verdicts behind bars—either in prisons or mental institutions. At least 20 other states are considering similar changes.

Psychiatrists, as in the Hinckley trial, take center stage in what lawyers call "swearing contests" when the insanity defense is raised. Prosecution and defense experts swear back and forth under oath—depending upon which side is paying their fees of up to $100 an hour—as to whether the defendant was sane or insane at the time of the crime.

In the Hinckley case, the burden of proof was on the prosecution to show that Hinckley had the "substantial capacity" to either tell right from wrong or keep himself from doing wrong. Judge Barrington Parker instructed the jurors that they had to be sure beyond a reasonable doubt if they found Hinckley sane.

Henry Steadman, a state criminal justice researcher in New York, said that with all the conflicting expert testimony, it was only reasonable for the jurors to have doubts about Hinckley's sanity.

"I don't see how the jury could have found anything else, based on those instructions," Steadman said.

The inconsistencies from case to case show how the insanity defense has failed to reconcile science and law and has produced odd twists to the proceedings. Such as the Chicago man who pleaded insanity and defended himself, putting his psychiatrist on the stand to testify that he was mentally ill and then doggedly cross-examining the prosecution psychiatrist who said he was sane.

Or like the trial in Washington, where the defense psychiatrist said anyone who did what the defendant did had to be insane. The prosecution psychiatrist then testified that the defendant was sane—it was the defense psychiatrist who was mentally ill.

The 50 state and 11 federal court jurisdictions in this country have at least 19 different definitions of insanity. The statutes of a few states, such as New Hampshire, offer no definition of insanity at all.

Those states simply leave it to the jury to decide insanity cases, according to many legal scholars.

"In the end, that's what a jury does anyway: A jury makes its decision based primarily on common sense," said Frank Osanaka, a Naperville, Illinois, behavorial consultant who worked for the prosecution in the John Gacy case.

Terrence MacCarthy, the Chicago lawyer who heads the American Bar Association Task Force on Nonresponsibility for Crime, said the Hinckley case may have been an aberration because the jury did its job too well. Instead of following their urges to come back with a more popular verdict to punish Hinckley, they followed the judge's instructions to the letter.

"It's only common sense," said Senator Charles Grassley, Iowa-Republican, who called for a tougher federal insanity law, "that if an individual is intellectually astute enough to plan his own travel itinerary, equip himself with sophisticated weapons, handle logistics in a strange city well enough to be in the right place at the right time, then he should be considered capable enough to bear responsibility for his actions."

"Now the Question Is: Who Isn't A Bit Crazy?" Tallahassee Democrat, 27 June 1982. Used with permission.

Audiovisual Materials

(List any audiovisual materials available to you.)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Which of the following documents provides for the establishment of a federal court system?

   a. U.S. Constitution, Article III
   b. Declaration of Independence
   c. Bill of Rights, Fifth Amendment
   d. U.S. Constitution, Article I

2. Which of the following most accurately reflects the duration a federal judge may hold office?

   a. for a four-year term
   b. for the same term as the president
   c. during good behavior
   d. until a new president takes office

3. Which of the following most accurately describes the type of jurisdiction held by the U.S. District Courts?

   a. appellate jurisdiction only
   b. original jurisdiction only
   c. appellate and original jurisdiction
   d. preliminary hearings only

4. Which of the following most accurately describes the type of jurisdiction held by the U.S. Court of Appeals?

   a. appellate jurisdiction only
   b. original jurisdiction only
   c. appellate and original jurisdiction
   d. preliminary hearings only

5. Which of the following is the federal appeals court having jurisdiction of Florida cases?

   a. Florida Court of Appeals
   b. Fifteenth U.S. Court of Appeals
   c. Florida Supreme Court
   d. Eleventh U.S. Court of Appeals

6. Which of the following best describes who hears and decides the cases in the U.S. Court of Appeals?

   a. panel of three judges
   b. jury and one judge
   c. federal grand jury
   d. jury appointed by the Supreme Court

7. Which of the following most accurately describes the type of jurisdiction held by the U.S. Supreme Court?

   a. appellate jurisdiction
   b. original jurisdiction
   c. preliminary hearings
   d. both appellate and original jurisdiction

8. Which type of court in the federal system has the largest geographical jurisdiction?

   a. U.S. Customs Courts
   b. U.S. Court of Appeals
   c. U.S. District Courts
   d. U.S. Supreme Court

9. Which of the following best describes the term "original jurisdiction"?

   a. authority to hear and decide cases appealed from a lower court
   b. authority to try the facts and law involved in a case and rule on guilt of the accused
   c. right to hear preliminary presentments
   d. right to reconsider decisions of previous court

10. What is the best definition of the term "tyranny"?

    a. justice for the individual
    b. abuse of power
    c. use of governmental power
    d. due process of law

11. Which is **not** a responsibility of the Supreme Court?

    a. to review cases from the lower courts
    b. to balance protection of society and the rights of the individual
    c. to protect tyranny
    d. to interpret laws and check their agreement with the Constitution

12. Because the Supreme Court is requested to hear thousands of cases, it limits itself to those dealing with important issues. Cases it considers fall into four broad categories. List at least **three** of these.

    ____

    ____

    ____

    ____

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (II: A-1).

Answers to Pretest (II: A-1)

1. a

2. c

3. b

4. a

5. d

6. a

7. d

8. d

9. b

10. b

11. c

12. At least three of the following should be listed:

    a. constitutional questions
    b. issues of national importance
    c. conflicting decisions made in lower courts
    d. those issues involving private rights

Posttest (II: A-1)

1. Which of the following provides for the establishment of a federal court system?

   a. Bill of Rights
   b. Declaration of Independence
   c. U.S. Constitution, Article I
   d. U.S. Constitution, Article III

2. What protection does a federal judge receive from the above document?

   a. security in office until a new president takes office
   b. protection provided by bodyguards
   c. security in office during good behavior
   d. a term of ten years

For questions 3-5, match each court listed on the left with its appropriate kind of jurisdiction by writing the correct letter on the line by the court name.

Federal Court

_____ 3. U.S. Court of Appeals

_____ 4. U.S. Supreme Court

_____ 5. U.S. District Courts

Jurisdiction

a. original jurisdiction
b. appellate jurisdiction
c. both original and appellate jurisdiction

For each of the statements in question 6-12, indicate the court or courts involved by writing the correct letter from the list below on the line before each statement.

a. trial courts only
b. appellate courts only
c. both trial and appellate courts

_____ 6. This type of court is considered a court of inferior jurisdiction.

_____ 7. Witnesses are often called to give testimony in this court.

_____ 8. If found guilty, a defendant may ask this court to review the case.

_____ 9. Evidence is ruled admissable or inadmissable in this court.

_____ 10. Decisions of this court are limited to errors of law or errors in procedure.

_____ 11. Juries may be present in this court.

_____ 12. At least one judge is present during sessions for this court.

13. Which courts in the federal system require a panel of judges to make a ruling?

    a. U.S. District Courts and U.S. Court of Appeals
    b. U.S. Court of Appeals and U.S. Supreme Court
    c. U.S. Supreme Court and U.S. District Courts
    d. U.S. Grand Jury and U.S. District Courts

14. Which type of court in the federal system has the largest (geographical) jurisdiction?

    a. U.S. District Court
    b. U.S. Court of Appeals
    c. U.S. Supreme Court
    d. U.S. Customs Court

15. Which federal appeals court has jurisdiction in Florida cases?

    a. Florida Supreme Court
    b. The Eleventh U.S. Court of Appeals
    c. The Fourth U.S. Court of Appeals
    d. Florida Court of Appeals

16. In a tyrannical government, which of the following will probably **not** occur?

    a. A suspect may be punished without trial.
    b. The government abuses its power.
    c. The individual is oppressed.
    d. The defendant receives due process of law.

17. Which of the following most closely defines "appellate jurisdiction"?

    a. authority to review cases from an inferior court
    b. authority to interpret the facts presented
    c. first opportunity to rule on the guilt or innocence of the accused
    d. authority to use a jury to review a case

18. Because the Supreme Court is requested to hear thousands of cases, it limits itself to those dealing with important issues. Cases it considers fall into four broad categories. List at least **three** of these.

    ____

    ____

    ____

    ____

19. When making its decisions, the Supreme Court must balance two responsibilities. What are they?

    a. tyranny and moderation
    b. rights of the individual and protection of society
    c. right to free speech and right to remain silent
    d. right to bear arms and right to safety

Give the completed test to your instructor.

Answers to Posttest (II: A-1)

1. d

2. c

3. b

4. c

5. a

6. a

7. a

8. b

9. a

10. b

11. a

12. c

13. b

14. c

15. b

16. d

17. a

18. At least three of the following should be listed:

    a. constitutional questions
    b. issues of national importance
    c. conflicting decisions from lower courts
    d. those issues involving private rights

19. b

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the court in the Florida system having original jurisdiction over misdemeanors.
2. Identify the court in the Florida system having original jurisdiction over felony crimes.
3. Identify the courts which have appellate jurisdiction.
4. Identify which court in the Florida system has both original and appellate jurisdiction.
5. Identify Florida's court of last resort on issues of state law.
6. List the sequence of courts through which an appeal would normally flow following a felony conviction.
7. Identify the duties of the various personnel in the court setting.
8. Identify the title of the prosecuting attorney in Florida.
9. State the number of judges required to hear a case in each of the state courts.
10. List at least three advantages of having judicial process.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Review the information presented in Unit II: A-1, Federal Court System.
3. Briefly review the historical background of the Florida Constitution and display a copy of the constitution, if available.
4. Discuss the provisions set forth in Article V, Section 1, for the establishment of the Florida court system, and compare this article with Article III, Section 1, of the federal Constitution.
5. Describe the structure and functions of the Florida court system and compare them with the structure and functions of the federal system.
6. Describe the path of an appeal through both the Florida court system and the federal system; compare and contrast the two systems.
7. Discuss the advantages of the judicial process for an accused person.
8. Discuss the positions and duties of officers working in the Florida court system.
9. As students go through the unit, clarify any questions they may have concerning terminology, concepts, or diagrams.

Supporting Activities

1. Invite officers of the court to speak to your class about the state court system.

2. Duplicate and distribute the editorial, "Add Judge, New Ideas to Help Speed Justice," which is included in the Reference Materials. Notice that it reinforces several points made in this section which could be brought out in a class discussion.

Hemphill, Charles F. Criminal Procedure: the Administration of Justice. Santa Monica, CA: Goodyear Publishing Co., Inc., 1978.

Supreme Court of Florida. Tallahassee, FL: State of Florida, 1982.

As Our Editors See It:
Add Judge, New Ideas to Help Speed Justice

When Leon County Circuit Court Judge Charles Miner talks about the overwhelming criminal caseload that fills his days and sometimes his nights, he's talking about a problem with roots that run throughout society.

He's talking about economy and growth and a government that sometimes gets in its own way. In the past decade, Florida has become the second fastest growing state in the country, after Nevada, and it's finding that such popularity causes plenty of growth pains: Too little water and too much waste and sewage; too few jobs and too much crime.

In a recent New York Times series on the Sun Belt, Florida is characterized as "the national sandbox" that is being made to pay the piper for maladroit planning. In trying to live up to the expectations of 10 million Floridians—half of them newcomers in the last decade—the state is allowing overdevelopment and crime to destroy the quality of life that made it so attractive in the first place.

Those statewide problems figure into Judge Miner's dilemma: How one man can deal effectively with the predictable boom in crime that has accompanied Leon County's own 44 percent population increase in the past decade.

Miner, the only one of eight judges in the 2nd Judicial Circuit who handles solely criminal cases, also feels the frustrations of a fearful electorate that has demanded more aggressive crimefighters in public office. Until those Floridians see that building more and more jails and adding more and more police is at best an uninspired and at worst a limited solution to crime, there will never be enough Charles Miners to handle the workload.

Promise Kept

State Attorney Don Modesitt promised the voters he would reduce plea bargaining and he has. The result has been more and more trials. When the caseloads get too heavy, crime hard-liners will be surprised to see criminals go free because they didn't get the speedy trials the constitution guarantees. If they are perceptive, they will also see that plea bargaining is not only expedient, but also an essential and realistic part of the criminal justice system.

When Charles Miner notes that halfway through this year his felony caseload is just 20 cases shy of the total caseload in 1980, it's largely because bad-check cases, treated as misdemeanors until Modesitt took office, account for 41 percent of the leap in the number of all felony cases last year. Merchants, strapped by economic stresses, deserve to have their problems with "paperhangers" taken seriously. Still, bad-check cases create mountains of paperwork and take up enormous amounts of time.

What can be done to alleviate Judge Miner's problem—short of realigning an entire society or sending five million new Floridians trooping back North? Ultimately, and probably sooner than that, the Legislature will have to provide for another judge to help Miner. His fellow judges in civil and juvenile divisions occasionally mercifully lend a hand, but it is not feathering the court's nest to add another judge in a circuit that has not had an additional judicial position since 1973.

Frivolous Motions

Until that happens, however, administrative changes might ease the strain. Circuit judges should be more strict with dilettante attorneys who file frivolous motions simply to build up thick cases and impress their clients or legal brethren. Leon County has more lawyers per square inch than almost anywhere else in Florida. Circuit judges simply cannot indulge them in unnecessary litigation.

Circuit judges would also benefit from more-than-occasional assistance of law clerks to help with research so that they can occasionally get ahead of the game. As it is, a harried circuit judge may not have seen a case file in months until opposing attorneys are standing before him. Federal court judges, who have time to familiarize themselves with cases before a hearing, frequently cut short long-winded explanations of motions they have already read. Full time law clerks could also stretch a judge's time by assisting in legal research prior to a ruling. Judge Miner, for example, said he reviewed 50 Supreme Court cases before one recent sentencing.

This fall, the Supreme Court will review the needs of the 2nd Judicial Circuit prior to making recommendations to the 1983 Legislature. If Judge Miner can keep his thumb in the dike until spring, logic and the numbers indicate that help should be on the way.

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"Add Judge, New Ideas to Help Speed Justice," Tallahassee Democrat, 11 July 1982. Used with permission.

Audiovisual Materials

(List any audiovisual materials available to you.)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. In which court is a misdemeanor case first heard?

   a. circuit court
   b. district court of appeals
   c. county court
   d. Florida Supreme Court (also called state supreme court)

2. Which court has original jurisdiction in felony cases?

   a. Florida Supreme Court
   b. district court of appeals
   c. county court
   d. circuit court

3. Which of the following would never be an appellate court?

   a. county court
   b. circuit court
   c. district court of appeals
   d. state supreme court

4. Which of the following is the state court of last resort on issues of state law?

   a. county court
   b. circuit court
   c. state supreme court
   d. district court of appeals

5. Which of the following is the correct sequence of appeals following a felony conviction?

   a. circuit court, district court of appeals, county court, U.S. Supreme Court
   b. county court, circuit court, state supreme court, U.S. Supreme Court
   c. district court of appeals, circuit court, state supreme court
   d. circuit court, district court of appeals, state supreme court, U.S. Supreme Court

6. Which of the following has both original and appellate jurisdiction?

   a. district court of appeals
   b. county court
   c. state supreme court
   d. circuit court

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7. Which of the following courts require a panel of judges, rather than one judge?

   a. county court and the district court of appeals
   b. district court of appeals and the state supreme court
   c. circuit court and the state supreme court
   d. circuit court and the district court of appeals

8. Which of the following is the proper title of prosecuting attorneys in Florida?

   a. district attorney
   b. state attorney
   c. circuit attorney
   d. county attorney

9. Which duty is **not** usually assigned to the trial judge?

   a. making a decision on the guilt or innocence of the defendant
   b. making decisions on points of law
   c. determining the sentence when a defendant has been found guilty
   d. prosecuting the defendant in the name of the "people of the state"

10. Which of the following would be one duty of the defense attorney?

    a. prosecuting cases in county and circuit courts
    b. providing legal counsel for the accused
    c. defending the state in all suits against the state
    d. determining the sentence of the defendant

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (II: A-2).

Answers to Pretest (II: A-2)

1. c
2. d
3. a
4. c
5. d
6. d
7. b
8. b
9. d
10. b

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1. In which court is a misdemeanor case first heard?
   - a. circuit court
   - b. district court of appeals
   - c. county court
   - d. state supreme court

2. Which court has original jurisdiction in felony cases?
   - a. state supreme court
   - b. district court of appeals
   - c. county court
   - d. circuit court

3. Which of the following would never be an appellate court?
   - a. district court of appeals
   - b. state supreme court
   - c. county court
   - d. circuit court

4. Which of the following is the state court of last resort on issues of state law?
   - a. county court
   - b. circuit court
   - c. state supreme court
   - d. district court of appeals

5. Which of the following is the correct sequence of appeals in a felony conviction?
   - a. circuit court, district court of appeals, state supreme court, U.S. Supreme Court
   - b. circuit court, district court of appeals, county court, U.S. Supreme Court
   - c. county court, circuit court, state supreme court, U.S. Supreme Court
   - d. district court of appeals, circuit court, state supreme court, U.S. Supreme Court

6. Which of the following has both original and appellate jurisdiction?
   - a. district court of appeals
   - b. county court
   - c. state supreme court
   - d. circuit court

7. Which of the following requires a three-judge panel to hear cases?

   a. circuit court
   b. state supreme court
   c. U.S. Supreme Court
   d. district court of appeals

8. Which of the following is the proper title of prosecuting attorneys in Florida?

   a. district attorney
   b. state attorney
   c. circuit attorney
   d. county attorney

9. Which of the following is the primary responsibility of the bailiff?

   a. maintaining order and security in the courtroom
   b. taking accurate transcripts of testimony, motions, and statements in the court
   c. setting bail for the accused
   d. maintaining the docket and court records

10. Which of the following would **not** be a duty of the prosecuting attorney?

   a. bringing to trial defendants in county and circuit courts
   b. representing the state in cases which involve the state
   c. providing legal counsel for the accused
   d. acting as state attorney within a particular circuit

11. List **three** advantages of the judicial process.

____

____

____

Give the completed test to your instructor.

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Answers to Posttest (II: A-2)

1. c
2. d
3. c
4. c
5. d
6. d
7. d
8. b
9. a
10. c
11. Three of the following should be mentioned (exact wording not required):
    - system of logic and reason rather than emotion
    - judge provides legal guidance based upon accepted standards
    - opportunity for review of case
    - court records made public
    - fair impartial trial and judgment possible

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the kinds of local courts presently in Florida.
2. Identify in which court and in which division a particular kind of case is first heard.
3. Identify probable duties for a county court judge in a small, medium, or large county.
4. Identify probable duties for a circuit court judge in a small, medium, or large county.
5. Identify the role of the chief judge of the circuit court.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Review the information presented in Sections 1 and 2 of this unit in order to clarify the position of the local courts in the overall court system.
3. Discuss the structure of county courts usually employed by larger counties, the functions of the county court divisions, and the types of cases first heard by those divisions.
4. Discuss the structure of the circuit courts and outline the divisions within these courts which are commonly made for handling cases of different types. Discuss the functions of each division and case types first heard by each.

Supporting Activities

1. Invite an officer of the county court to talk with your class concerning the specific function of the court.
2. Have students develop a flowchart depicting the progress of various types of cases through the local court level to the U.S. Supreme Court.

Reference Materials

(List any reference materials available to you.)

Audiovisual Materials

(List any audiovisual materials available to you.)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Identify the two local courts presently used in Florida.

   a. county and circuit courts
   b. justice of the peace and traffic courts
   c. municipal and county courts
   d. circuit and family courts

2. Which of the following are **not** handled by the county courts?

   a. traffic violations
   b. small claims involving up to $1,500
   c. landlord/tenant disputes
   d. felonies

3. In which division of a local court would a felony first be heard? (Assume a large county, like Dade.)

   a. county court, criminal division
   b. county court, felony division
   c. circuit court, probate division
   d. circuit court, felony division

4. In a large county, which division of a local court would have original jurisdiction in a misdemeanor case?

   a. circuit court, misdemeanor division
   b. county court, criminal division
   c. circuit court, probate division
   d. county court, juvenile division

5. Which of the following best describes the kinds of cases that a county court judge in a small county would hear?

   a. delinquent and dependency cases
   b. traffic violations, felonies, and civil disputes (involving up to $5,000)
   c. civil disputes involving more than $5,000, misdemeanors, and traffic violations
   d. landlord/tenant disputes, misdemeanors, and traffic violations

6. Which of the following best describes the kinds of cases one circuit court judge in a large county would hear?

   a. misdemeanors and felonies
   b. civil disputes involving less than $5,000
   c. only cases involving juveniles
   d. misdemeanors and wills

7. What is the main responsibility of the chief judge of the circuit court?

   a. to coordinate the caseload in the circuit
   b. to divide crimes into misdemeanors and felonies
   c. to hear a wide variety of cases, such as misdemeanors and traffic violations
   d. to determine where and when a case can be appealed

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (II: A-3).

Answers to Pretest (II: A-3)

1. a
2. d
3. d
4. b
5. d
6. c
7. a

Posttest (II: A-3)

1. Which of the following is presently a local court in Florida?

   a. municipal court
   b. justice of the peace court
   c. circuit court
   d. family court

2. Which of the following is **not** heard originally by the Florida Circuit Court?

   a. traffic violations
   b. civil suits involving over $5,000
   c. felonies
   d. dependency of juveniles

3. In a large county, such as Dade, which division of a local court would have original jurisdiction in a civil case involving $10,000?

   a. county court, civil division
   b. circuit court, probate division
   c. circuit court, civil division
   d. county court, felony division

4. In a small county, such as Franklin, which court or division would have original jurisdiction in a traffic violation case?

   a. county court
   b. county court, misdemeanor division
   c. circuit court, traffic division
   d. circuit court

5. Which of the following duties would likely be performed by one county court judge in a large county?

   a. hearing all types of county cases
   b. hearing all types of civil cases involving less than $5,000
   c. hearing only misdemeanors, but in several counties
   d. hearing only traffic violation cases in one county

6. Which of the following duties would likely be performed by a circuit court judge in a medium-sized county, such as Leon?

   a. hearing all types of circuit cases
   b. hearing only misdemeanors, but anywhere in the circuit
   c. hearing only probate cases, mostly in the home county
   d. hearing both traffic and juvenile cases, rotating around the circuit

7. What is the main responsibility of the chief judge of the circuit court?

   a. to determine when a county court case can be appealed
   b. to hear a wide variety of cases, such as misdemeanors and traffic violations
   c. to classify crimes which have been committed in the circuit into misdemeanors and felonies
   d. to organize and balance the number of cases the other circuit court judges will hear

Give the completed test to your instructor.

Answers to Posttest (II: A-3)

1. c
2. a
3. c
4. a
5. d
6. c
7. d

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the three functions of the magistrate presiding over the presentment of an accused person.
2. Identify the purposes of each of the pretrial procedures.
3. Identify the purpose, size, procedures, and the two possible vote outcomes of the grand jury in Florida.
4. List and define the most common pleas which accused persons enter.
5. Identify four common types of pretrial defense motions and the situations or reasons for making them.
6. Identify the definitions for the following vocabulary and terminology used in this section:
    - presentment
    - binding over
    - an information
    - released on one's own recognizance
    - to waive
    - indictment
    - true bill of indictment
    - no bill
    - venue

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the purposes of each of the pretrial procedures.
3. Discuss the functions of the magistrate presiding over the presentment of an accused person.
4. Explain the purpose a Florida grand jury serves in the pretrial process, as well as its size, procedures, and two types of decisions rendered.
5. Discuss the common pleas which an accused person may enter during the arraignment.
6. Explain four common types of defense motions which may be filed at pretrial hearings. Discuss why the defense attorney makes them and give examples.
7. Call attention to the vocabulary and terminology listed in objective 6. Answer questions concerning any of the terms.
8. You may wish to use the summary, "Pretrial Path of a Criminal Case," for a class discussion.

Supporting Activities

1. Have students identify the roles of persons involved in the court process as preparation for the mock trial activity suggested for Section 2 of this unit.
2. Have students bring in newspaper clippings which mention the various pretrial processes and the court officers and juries involved in the cases.

Reference Materials

(Add any reference materials available to you.)

Chang, Dae H. Fundamentals of Criminal Justice: A Syllabus and Workbook. Geneva, IL: Paladin House Publishers, 1977.

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Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (II: B-1)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Which of the following is **not** a function of the magistrate presiding over the defendant's first court appearance?
    a. advising the accused of his/her constitutional rights
    b. advising the accused of the charges against him/her
    c. setting the amount of bond
    d. determining reasonable probability of guilt

2. Which of the following best describes the purpose of the preliminary hearing?
    a. determining guilt beyond a reasonable doubt
    b. determining if there is sufficient evidence to believe the accused committed the offense
    c. determining guilt beyond all possible doubt
    d. giving opportunity for the accused to present his/her defense

3. If one is indicted by a grand jury, the next step is:
    a. the arraignment.
    b. paying penalty fees.
    c. going to jail.
    d. being released.

4. Which of the following statements is **not** true of the grand jury in Florida?
    a. The grand jury hears only one side of the case.
    b. The purpose of the grand jury is to determine whether the accused should be tried.
    c. The grand jury is made up of 15 registered citizens.
    d. All hearings are secret.

5. Which of the following best describes the purpose of the arraignment?
    a. to provide the accused an opportunity to enter a plea, or answer the accusation
    b. to determine whether the guilt of the accused seems likely
    c. to determine guilt beyond a reasonable doubt
    d. to provide the accused an opportunity to testify before the grand jury

6. List the **three** most common pleas an accused person may make, and briefly define each.

7. What pretrial motion would the defense file if s(he) felt there was bias against the client in the community?

   a. motion to suppress evidence
   b. motion to suppress a confession
   c. motion to separate codefendants
   d. motion to change venue

For questions 8–11, write the letter of the definition on the line in front of the term on the left.

Terms

_____ 8. presentment

_____ 9. to waive

_____ 10. binding over

_____ 11. an indictment

Definitions

a. voluntarily give up some right of procedure
b. judge determines the next procedure, which is then a legal requirement for the defendant
c. one possible result of the grand jury vote meaning the case should go to trial
d. one possible result of the grand jury vote meaning the case should not go to trial
e. first appearance before a judge, when jurisdiction passes from the executive (police) branch to the judicial branch

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (II: B-1).

1. d
2. b
3. a
4. c
5. a
6. The following should be listed with definitions (exact wording not necessary):
    a. **Guilty:** the accused admits guilt in the crime as stated, or admits to a lesser offense.
    b. **Not Guilty:** the accused denies guilt, and a trial date is set.
    c. **Nolo contendere:** guilt is assumed for criminal purposes, and the defendant does not challenge that. The defendant is then sentenced. However, for any civil suits that follow, this plea cannot be used to establish guilt.
7. d
8. e
9. a
10. b
11. c

1. Which of the following is **not** a function of the magistrate presiding over the defendant's first court appearance?
   a. binding defendant over to a grand jury
   b. appointing public defender, if necessary
   c. advising the accused of his/her constitutional rights
   d. advising the accused of the charges against him/her

2. Which of the following best describes the purpose of the preliminary hearing?
   a. giving opportunity for the accused to present his/her defense
   b. determining guilt beyond a reasonable doubt
   c. determining if there is sufficient evidence to believe the accused might have committed the offense
   d. determining guilt beyond all possible doubt

3. When the grand jury votes, there are two possible outcomes. They are:
   a. finding the accused guilty or not guilty.
   b. an indictment or a no bill.
   c. a warrant or a subpoena.
   d. an information or an indictment.

4. Which of the following statements is **not** true of the grand jury?
   a. It hears both sides of the case.
   b. It is made up of 18 registered citizens.
   c. Its purpose is to decide whether or not the accused should be prosecuted.
   d. All hearings are secret.

5. What is the primary purpose of the arraignment?
   a. to legally pass control of the accused from one branch of government to another
   b. to eliminate unfair evidence from the upcoming trial
   c. to allow the accused a chance to answer charges against him/her
   d. to decide whether a trial should be held

6. List the **three** most common pleas an accused person may make, and briefly define each.

____

____

____

____

7. What pretrial motion would the defense likely file if s(he) thought the defendant did not play a major role in the crime?

   a. motion to dismiss the case
   b. motion to separate codefendants
   c. motion to change venue
   d. motion to suppress a confession

For questions 8-11, write the letter of the definition on the line by the number for the term.

Terms

_____ 8. venue

_____ 9. presentment

_____ 10. an information

_____ 11. to waive

Definitions

a. a grand jury vote indicating that there is not enough evidence for a jury trial
b. to voluntarily give up some right of procedure
c. first appearance before a judge, when jurisdiction passes from the executive (police) branch to the judicial branch
d. place or location
e. a formal charge filed by the prosecutor which then leads to the arraignment

Give the completed test to your instructor.

Answers to Posttest (II: B-1)

1. a

2. c

3. b

4. a

5. c

6. The following should be listed with definitions (exact wording not necessary):

   a. **Guilty:** the accused admits guilt in the crime as stated,or admits to a lesser offense.

   b. **Not Guilty:** the accused denies guilt, and a trial date is set.

   c. **Nolo contendere:** guilt is assumed for criminal purposes, and the defendant does not challenge that. The defendant is then sentenced. However, for any civil suits that follow, this plea cannot be used to establish guilt.

7. b

8. d

9. c

10. e

11. b

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the principal roles and responsibilities of the judge, the jury, the prosecutor, and the defense attorney in a jury trial.
2. Identify the defense attorney's legal and ethical responsibility to his/her client.
3. List and explain briefly the two kinds of challenges used in jury selection.
4. Identify the four kinds of questioning which a witness may undergo and the differences among them.
5. List two motions the defense often makes when the state has completed its case.
6. List and explain three characteristics of admissable evidence and of inadmissable evidence.
7. Identify the correct use of the following vocabulary and terminology used in this section:
   - charging the jury
   - polling the jury
   - hung jury
   - direct, real, and circumstantial evidence
   - to extradite/extradition
   - to acquit/acquittal
   - to rebut/rebuttal
   - jurisdiction over the person
   - voir dire
   - directed verdict

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Review the information on court officers and their duties which was presented in II: A-2, Florida Court System, and in II: B-1, Pretrial Processes. Discuss the principal roles and responsibilities of those officers in a jury trial.

3. Discuss the defense attorney's legal and ethical responsibility to his/her client.

4. Discuss the historical reasons for including "trial by jury" in the federal Constitution. This right was set forth in the Colonial Declaration of Rights of October 19, 1765 and the Declaration of October 14, 1774. Article III, Section 2, of the federal Constitution provides for trial by jury in federal criminal cases; the Sixth Amendment is directed more specifically toward states in criminal cases; and the Seventh Amendment guarantees a jury in civil cases when the amount in question exceeds twenty dollars. While these provisions relate to trials in federal courts only, they were the basis for trial by jury provisions in state constitutions.

5. Explain the process of selecting and challenging jury members.

6. Explain the types of witnesses who may be called to testify at a trial and differentiate among the four kinds of questioning they may undergo.

7. Explain the purpose of motions in the trial process. Describe and give examples of motions the defense often makes when the state has completed its case.

8. Discuss and give examples of the four types of evidence. Distinguish between admissable and inadmissable evidence and give examples of their effects during a trial.

9. Call attention to the vocabulary and terminology listed in objective 7. Answer questions concerning any of the terms.

Supporting Activities

1. After students have completed the text and review questions, you may wish to provide them with copies of the article, "Jurors experience metamorphosis, going from reluctant to respectful," found on page 68, with suggestions for discussion. This article may also be used as a basis for written assignments if class discussion is not appropriate.

2. Once you present the pretrial and trial processes, you can organize your class to hold a mock trial. If you prefer, you can save this activity until the end of II: B-3, Posttrial Processes.

3. Discussion suggestions for "Jurors experience metamorphosis, going from reluctant to respectful."

   This article generally discusses the role of the jury, but also describes some thoughts and feelings of jurors. You may ask students how they think they would feel. Be sure students understand the vocabulary, such as "metamorphosis." Ask which court the juror is serving in (U.S. District Court).

   Note that this article reinforces several points brought out in the Guide.

   - role of the jury
   - judging the evidence
   - jury members, unbiased representatives of the community
   - different kinds of juries (grand, civil, criminal) chosen from jury pool

Jurors experience metamorphosis, going from reluctant to respectful

By CAROL KLEIMAN
Chicago Tribune

CHICAGO — The immediate reaction of a true blue, patriotic American citizen recently subpoenaed for federal jury duty was to try to get out of it.

She quickly learned, however, that no one gets out of jury duty, though there is hushed talk echoing through the hallowed halls of justice that a woman 8½ months pregnant was recently excused by a kindly judge — until next year.

When pleas from other corraled jurors of extreme difficulty, health problems and potential loss of wages, job opportunities and lovers were ignored, she was almost ready to face the truth: She was going to serve, it was going to be inconvenient, and she and her family would probably live through it.

What no one ever told her, though, is this: Almost without realizing it, within a few days of showing up in the jury and court rooms, a strange metamorphosis would take place. Within hours or days of being sworn in by the judge, she would go through a process that would culminate in her believing that she was a perfect juror.

Almost before she knew what was happening, she as a juror was constantly deferred to and reminded by the judge, clerk, marshal, counsel and witnesses that her responsibility was enormous and respect for her heartfelt. So she began to believe, too, that she was, indeed, a very important person.

"Despite myself, I slowly began to believe in the impressiveness of the American judicial system — when it works — and my role in it," said the reluctant juror. "I began to develop strong emotions of respect, admiration and even love for the other jurors I served with. We were special people, in this together, saving our country."

She reports that it was only a matter of moments until she took the next step and became almost insufferably snobbish about the important responsibility she had as a juror and that others, who were not jurors, could never understand.

The panel she served on was made up of six jurors and one alternate. It included blacks and whites, city dwellers and suburbanites, young and old, some who were struggling financially and others who had it made. A homemaker was friendly with a man who repaired trucks. A blacksmith and a journalist shared the same horror stories about their teen-agers. An electrician and a businessman never stopped talking about cars.

She came to believe that without juries such as hers, honest, caring, intelligent, fair, honorable, above all prejudices, even their favorite ones, there is no doubt that the American way of life would not work.

This was a far cry from the first day she showed up for 30 days of service and filed into the courtroom of the chief judge for that month. The happiness felt by those there was apparent in that all the seats in the back of the room were filled first, and people had to be led forcibly to the rows in front.

Her learning process began with a serious talk from the judge, who explained how important jurors are, how grateful everyone was to see them and how the entire court system knew they didn't want to be there in the first place.

A blue handbook called "Handbook for Jurors Serving in the United States District Court," published by the Judicial Conference of the United States, was distributed. And, the making of the perfect juror, she says, began while she was reading paragraphs about duties, responsibilities and the vital role jurors perform in the American system of justice.

The words of the booklet intoned: "Efficient jurors are men and women of sound judgment, absolute honesty and a complete sense of fairness." She knew immediately those phrases described her perfectly.

> 'We did talk constantly about the importance of making a decision, of wanting to do what's right, of what it means to have such power over other people's lives. And, we worried, if we made the wrong decision, would lightning strike us dead?'
>
> — a juror

Still, the complete message hadn't sunk in yet. She held her breath in fear as the chief judge announced he had to pick nine people at random for the grand jury. People on civil and criminal juries generally serve only a few days or a few weeks, he explained. But grand juries are unpredictable. Nine names were drawn and those chosen led away by a marshal, possibly, she thought, never to be seen again.

The remaining jurors were taken by a marshal to the jury room. Here, she was lectured again about the job she had to do. A color movie, made some time in this century, was shown. It traced how average women and men are chosen to serve their country as jurors and how well they fulfill their function.

"This is the exact point the process began to work on me," the juror said. "I came away with a glimmer of an idea that I, too, might want to be the best juror in the world."

By the time a judge called a handful of jurors to be considered for duty in a specific case, most of them still wanted to be anywhere else, she says. Yet, at the same time, it was really all pretty intriguing, wasn't it? She was hooked.

When the jury she served on was sworn in, once again the judge delivered a long, friendly and serious talk about the honorable work they must perform. "By this time, we were convinced of our importance and the dignity of our job," she reported. She sat up straight in her hardback chair.

Daily, she and the other jurors were thanked by the judge, who reminded them once again of their responsibilities. Attorneys deferred to them. Witnesses were frightened of them. Everyone showed them respect.

Alone in their cubicle off the courtroom, the jurors were not allowed to discuss the case. "But we did talk constantly about the importance of making a decision, of wanting to do what's right, of what it means to have such power over other people's lives," the juror said. "And, we worried, if we made the wrong decision, would lightning strike us dead?"

The process was working. By the time the judge explained that he judges the law and the jury judges the evidence, she and the other jurors were completely involved and dedicated. They believed in the jury system and that they were, indeed, the best people in all the world.

They talked sympathetically about what the Hinckley jurors must have gone through to make their decision. "For the first time I understood how the Washington jury must have agonized, worried and pondered," she said.

When her jury finally made a decision on their case, they did so only after much careful deliberation and soul-searching. Deep in her heart, she knew it was the best decision a jury ever made, made by the best jury in the world.

From "Jurors experience metamorphosis, going from reluctant to respectful," Tallahassee Democrat, 23 September 1982. Used with permission.

Reference Materials

Chang, Dae H. Fundamentals of Criminal Justice: A Syllabus and Workbook. Geneva, IL: Paladin House Publishers, 1977.

Cole, George F. The American System of Criminal Justice. North Scituate, MA: Duxbury Press, 1979.

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (II: B-2)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Which of the following is **not** a responsibility of the judge in a criminal trial proceeding?

   a. to interpret points of law
   b. to determine whether or not evidence is admissable
   c. to charge the jury
   d. to interpret the facts presented during the trial

2. In addition to determining the verdict, which of the following is the responsibility of the jury?

   a. interpreting the truth of the facts presented
   b. interpreting the law as it applies to the case
   c. determining whether or not evidence is admissable
   d. proving the guilt of the defendant beyond reasonable doubt

3. Which of the following is the defense attorney's responsibility to his/her client?

   a. to prove his/her guilt beyond reasonable doubt
   b. to avoid persuasive emotional argument before the jury
   c. to make little effort in defending the client if s(he) thinks the client is guilty
   d. to have his/her client acquitted by whatever legal and ethical means available

4. Which of the following statements is true concerning challenges of prospective jurors?

   a. A challenge for cause is a way to weed out people who have biases.
   b. A peremptory challenge may be used an unlimited number of times.
   c. A peremptory challenge must be explained.
   d. The challenge to the jury follows closing statements.

5. The first questioning of a witness by the attorney who called the witness to the stand is called:

   a. cross-examination.
   b. direct examination.
   c. recross-examination.
   d. rebuttal examination.

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6. The second (or opposing) attorney tries to discredit the witness during:

   a. cross-examination and redirect examination.
   b. direct examination and rebuttal examination.
   c. cross-examination and direct examination.
   d. cross-examination and recross-examination.

7. After the state attorney has presented the case against the defendant, the defense attorney will often file a motion. Which **two** are the most common at that point?

   a. motion to dismiss the case for lack of evidence or motion for change of venue
   b. motion for direct verdict of guilty or motion to dismiss the case for lack of evidence
   c. motion to choose new jurors or motion for direct verdict of not guilty
   d. motion to dismiss the case for lack of evidence or motion for directed verdict of not guilty

8. Facts presented as evidence during a trial should be:

   a. relevant and immaterial.
   b. irrelevant and material.
   c. given by an incompetent witness and relevant.
   d. relevant and given by a competent witness.

9. The opposing attorney should raise an objection if the evidence being presented is:

   a. physical.
   b. immaterial.
   c. relevant.
   d. direct.

10. Which of the following best explains what is meant by "charging the jury"?

    a. when the judge explains to the jurors their legal responsibilities
    b. when the jury is sequestered in a hotel during a trial
    c. when the jury is charged with negligent behavior for not reaching a verdict and is dismissed
    d. when each member is asked how s(he) voted in reaching the verdict

11. If an accused person escapes to another state, the prosecuting state does not have:

    a. to extradite him/her.
    b. jurisdiction over him/her.
    c. to prove guilt in court.
    d. to find him/her.

12. ______ evidence refers to physical objects.

a. Direct
b. Real
c. Relevant
d. Competent

13. When the judge questions each juror on the verdict, it is called:

a. charging the jury.
b. hanging the jury.
c. polling the jury.
d. voir dire.

14. After the defense closes its case, the state attorney has a chance ______ any evidence which may have weakened the state's case.

a. to acquit
b. to direct
c. to extradite
d. to rebut

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (II: B-2).

Answers to Pretest (II: B-2)

1. d
2. a
3. d
4. a
5. b
6. d
7. d
8. d
9. b
10. a
11. b
12. a
13. c
14. d

Posttest (II: B-2)

1. Which of the following best explains the prosecutor's responsibility in a criminal trial?

   a. to prove the guilt of the defendant beyond all reasonable doubt
   b. to interpret the law as it applies to any phase of the proceedings
   c. to interpret the facts as presented at the trial
   d. to decide which evidence is admissable in court

2. Which of the following is **not** a responsibility of the judge?

   a. to rule on questions of law
   b. to determine which evidence can be admitted
   c. to prove the defendant guilty
   d. to maintain proper order and dignity in the proceedings

3. Which of the following is true about the defense attorney?

   a. If s(he) discovers the defendant is guilty, s(he) should request that the case be dismissed.
   b. Whether the defendant is guilty or innocent, the defense attorney should provide adequate legal defense.
   c. The defense attorney should not use strategies such as persuasive argument, objections, motions, or cross-examination.
   d. The defense attorney should always prepare an opening statement which answers points in the prosecutor's opening statement.

4. List and briefly explain the **two** kinds of challenges used in jury selection.

   ____

   ____

   ____

   ____

5. The ______ examination is first conducted by the attorney who called the witness.

   a. cross-
   b. direct
   c. recross-
   d. redirect

6. In the ______ examination, the opposing attorney tries once again to create doubt about the witness in the minds of the jurors.

   a. cross-
   b. direct
   c. recross-
   d. redirect

7. List **two** common motions filed by the defense after the prosecutor has finished presenting his/her case.

____

____

____

8. List and explain **three** characteristics of good evidence.

____

____

____

____

9. An opposing attorney should raise an objection when evidence is:

   a. real.
   b. direct.
   c. physical.
   d. irrelevant.

10. Which of the following is the best example of "polling the jury"?

    a. when the judge instructs the jurors about their legal responsibilities
    b. when a potential juror is questioned during the selection process
    c. when each member is asked how he or she voted on a verdict
    d. when the jury is dismissed because it cannot reach a verdict

11. If an accused person escapes to another state and is captured there, the prosecuting state will begin ______.

    a. extradition procedures
    b. with jurisdiction over the person
    c. circumstantial evidence procedures
    d. voir dire procedures

12. ______ evidence is that presented by an unbiased eyewitness.

    a. Circumstantial
    b. Immaterial
    c. Direct
    d. Real

13. If the jury cannot reach a verdict, it is called a ______ jury.

    a. hung
    b. charged
    c. acquitted
    d. directed

14. If the state attorney believes some of the evidence presented was damaging to the state's case, s(he) takes the opportunity for a(n) ______.

    a. acquittal
    b. rebuttal
    c. extradition
    d. directed verdict

Give the completed test to your instructor.

Answers to Posttest (II: B-2)

1. a

2. c

3. b

4. Challenge for cause: used by either attorney to eliminate or weed out prospective jurors who show bias in beliefs or attitudes. It may be used any number of times.

   Peremptory challenge: used by either attorney a limited number of times to dismiss a prospective juror. No reason is given for dismissal.

5. b

6. c

7. motion to dismiss for lack of evidence
   motion for directed verdict of not guilty

8. relevant: facts must be related to the case
   material: facts must be important to the case
   competent: facts must be presented by credible witnesses

9. d

10. c

11. a

12. c

13. a

14. b

Objectives

Learning Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the two postconviction motions filed at the trial court level.
2. Identify the possible reasons for granting the postconviction motions.
3. Identify the action required of a Florida trial jury after it finds a defendant guilty of a capital crime.
4. Explain the sentencing guidelines which were adopted in 1983.
5. List and explain three possible results of a review by an appellate court.
6. Identify the correct use of the following vocabulary and terminology found in this section:
   - indeterminate sentence
   - allocution
   - remand
   - disposition
   - to convict
   - restitution
   - incarceration
   - to reconvene
   - leniency
   - capital punishment
   - to suspend
   - directed verdict of acquittal

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Review the pretrial and trial processes to establish the context for discussing the posttrial process.

3. Discuss the two postconviction motions which may be filed at the trial court level. Give examples of when a defense attorney might file these motions and the judge might grant them.

4. Describe the action required of a Florida trial jury after it finds a defendant guilty of a capital crime.

5. Explain the sentencing options available to a trial judge. Discuss the purposes of each option.

6. Discuss conditions warranting the three possible results of an appellate court review. Give examples.

7. Call attention to the vocabulary listed in objective 6. Answer questions concerning any of the terms.

8. Briefly review the total criminal justice process from pretrial through posttrial activities.

Supporting Activities

1. If your class did not hold a mock trial following the previous unit on trial processes, this may be the appropriate time to organize such an activity.

2. Use the following scenario as a topic for discussion:

   You are the judge and must sentence two defendants, both convicted of the same offense. One you sentence to probation and one to two years in prison. A newspaper reporter asks you to explain that difference. What reasons might you give?

Cole, George F. The American System of Criminal Justice. North Scituate, MA: Duxbury Press, 1979.

Hemphill, Charles F., Jr. Criminal Procedure: The Administration of Justice. Santa Monica, CA: Goodyear Publishing Co., Inc., 1978.

Audiovisual Materials

(List any audiovisual materials available to you.)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Which of the following are common postconviction motions filed at the trial court level?

   a. motion for directed verdict and motion for change of venue
   b. motion for a new trial and motion for change of venue
   c. motion to suppress evidence and motion for a directed verdict
   d. motion for directed verdict and motion for a new trial

2. Which of the following are grounds for requesting a verdict of not guilty?

   a. a flaw or error in the state's case
   b. discovery of new evidence
   c. request for appellate review
   d. a problem in the defendant's background

3. Which of the following actions must the jury perform following a guilty verdict for a capital offense?

   a. Send a letter to the judge giving reasons for capital punishment.
   b. Conduct a presentence investigation.
   c. Reconvene for the purpose of recommending for or against the death penalty.
   d. Reconvene to hear the defense argue against the verdict.

4. Under the new sentencing guidelines, a criminal's sentence will be determined by:

   a. a jury.
   b. personal evaluation by a judge.
   c. a formula.
   d. a court of appeals.

5. Under the new sentencing guidelines, a judge has to file a written explanation:

   a. only when a sentence is less than the guideline.
   b. only when a sentence is more than the guideline.
   c. any time a sentence is more or less than the guideline.
   d. when a sentence is neither more nor less than the guideline.

6. Which of the following is **not** a likely result of an appeal?

   a. agreement with trial court decision
   b. reversal of conviction by trial court
   c. remand for the trial court to retry the case
   d. calling witnesses to the appellate court to testify

Choose the best word to complete the sentences in questions 7 and 8.

7. The defendant made a request for ______ before the sentencing.

   a. leniency
   b. capital punishment
   c. restitution
   d. disposition

8. After the judge sentenced Jane Smith to two years in prison, she faced ______ in the Women's Correctional Institution.

   a. incarceration
   b. conviction
   c. allocution
   d. restitution

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (II: B-3).

Answers to Pretest (II: B-3)

1. d
2. a
3. c
4. c
5. c
6. d
7. a
8. a

Posttest (II: B-3)

1. Which of the following is commonly filed after conviction?

   a. motion to change the verdict
   b. motion to change venue
   c. motion to separate defendants
   d. motion for presentence investigation

2. Which of the following are reasons for filing a motion for a new trial?

   a. discovery of new evidence, discovery of a health problem of the defendant, or inadequate defense
   b. alleged error by jury, inadequate defense, or good behavior of the defendant
   c. improper evidence allowed, incompetent defense, or alleged error by jury
   d. error in charging the jury, discovery of new evidence, or good behavior of the defendant

3. Which of the following actions must the jury do in capital cases, following a guilty verdict?

   a. Reconvene for the purpose of recommending for or against the death penalty.
   b. Conduct a presentence investigation.
   c. Reconvene to hear the defense argue against the verdict.
   d. Write a list of reasons for capital punishment.

4. Under the new sentencing guidelines, a criminal's sentence will be determined by:

   a. a court of appeals.
   b. personal evaluation by a judge.
   c. a jury.
   d. a formula.

5. Using the new sentencing guidelines, sentencing will be based upon:

   a. past convictions, age of criminal, and severity of crime.
   b. degree of criminal's loss, age of victim, and severity of crime.
   c. amount of fine, severity of crime, and degree of victim's injury or loss.
   d. severity of crime, past convictions, and degree of victim's loss or injury.

6. List and briefly explain the **three** possible results of an appeal.

   ____

   ____

   ____

7. The presentence investigation report sometimes includes a recommendation about the ______ of the case.

    a. restitution
    b. disposition
    c. incarceration
    d. conviction

8. When the defendant appears for sentencing, s(he) may present several reasons during the ______ to show why s(he) thinks the punishment should be light.

    a. conviction
    b. trial
    c. allocution
    d. restitution

Give the completed test to your instructor.

Answers to Posttest (II: B-3)

1. a

2. c

3. a

4. d

5. d

6. The answer should include the following (exact words not necessary):

   - The appellate court may **agree** with the trial court. The case could go on to the next level.

   - The appellate court may **reverse** the decision of the lower court. Reasons for the reversal could include incorrect procedures, inappropriate evidence, wrong instructions to the jury, and so on.

   - The appellate court could make a **remand** for a retrial, giving specific instructions to the trial court.

7. b

8. c

Block II: The Courts
Unit C: Criminal Law
Section 1: Constitutional Foundations

3 0

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the provisions of the first three articles of the United States Constitution.

2. When given a controversial situation associated with a case, identify which amendment (1, 4, 5, 6, or 14) the defense could use in arguing that there has been a violation of rights.

3. Identify the area of criminal law most affected by the decision of *Mapp* v. *Ohio*.

4. Explain the most important effect of the *Miranda* v. *Arizona* decision on criminal law.

5. Explain the most important effect of the *Gideon* v. *Wainwright* decision on criminal law.

6. Identify the definition of these terms as used in this section:

   - exclusionary rule
   - self-incrimination

1. Have your students follow the sequence recommended in *How to Use the Student Guide*.

2. Display a copy of the United States Constitution and/or provide copies for students to read. Have students refer to the specific articles and amendments as they are explained and discussed.

3. Identify and explain the provisions of the first three articles of the U.S. Constitution.

4. Identify and explain the provisions of the First, Fourth, Fifth, Sixth, and Fourteenth Amendments. Emphasize their importance as constitutional foundations of criminal law.

5. Display a copy of the Florida Constitution and provide copies for students to read. Compare the articles and amendments in the Florida Constitution with their counterparts in the U.S. Constitution.

6. Encourage interested students to check the many books available in a law library (if available). Some of these volumes, published at least once a year, summarize court decisions at various levels. *The United States Supreme Court Reports*, for example, lists and then summarizes all cases heard by the Supreme Court for each term. Much detail about each case is presented, including its background and history, its progress through the courts, the arguments of the counsels presented to the Supreme Court, the opinion of the Court, the separate opinions of the justices (when given), and the Supreme Court decision.

7. Discuss the *Mapp* v. *Ohio*, *Miranda* v. *Arizona*, and *Gideon* v. *Wainwright* cases and answer students' questions about them. Emphasize the importance of each case to criminal law.

8. Call attention to the vocabulary and terminology listed in objective 6. Answer questions concerning any of the terms.

Supporting Activities

1. Have students bring in newspaper clippings which refer to court decisions. Use appropriate cases for discussing constitutional foundations of the decisions.
2. Use pretest questions 3 and 4 as bases for class discussion.
3. Invite an attorney, law student, or paralegal person to speak to your class about how cases are recorded.

Cole, George F. The American System of Criminal Justice. Geneva, IL: Paladin House Publishers, 1979.

Hemphill, Jr., Charles F. Criminal Procedure: The Administration of Justice. Santa Monica, CA: Goodyear Publishing Company, Inc., 1978.

International Association of Chiefs of Police. Law Enforcement Legal Review. 13 First Field Road, Gaithersburg, MD. A periodical which summarizes Supreme Court decisions; various issues.

Lewis, Anthony. Gideon's Trumpet. New York: Random House, 1966.

United States Supreme Court Reports. Rochester, NY: The Lawyer's Co-operative Publishing Company.

Audiovisual Materials

(List any audiovisual materials available to you.)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Which of the following is the source for basic human rights in the United States government?

   a. first three articles of the Constitution
   b. Fourteenth Amendment
   c. Bill of Rights
   d. Declaration of Independence

2. Which of the following is true about the balance of powers?

   a. The executive branch enforces the laws, the judicial branch interprets them.
   b. The legislative branch makes the laws, the judicial branch enforces them.
   c. The judicial branch interprets laws, the legislative branch enforces them.
   d. The executive branch makes the law, the legislative branch interprets them.

3. During the trial, the defendant stated, "Well, I was at the police station, see, sittin' in a small room alone with this big cop, and he kep' askin' why I did this, and what I hoped to gain from it. Finally, to shut him up, I said I did it."
   The defense attorney could probably argue that this situation is a violation of the:

   a. First Amendment.
   b. Fourth Amendment.
   c. Fifth Amendment.
   d. Sixth Amendment.

4. In a small rural county, a brutal kidnapping and murder had shocked the people of the area. When a suspect was finally arrested, the newspaper printed these statements about the case: "We are pleased that the murderer has finally been caught. Let us hope justice is done" and "Our community will best be served by ridding itself of such monsters." When the defense attorney motioned for a change of venue, the judge denied the motion, saying that the trial should go on without delay.

If the defendant is found guilty, an appeal based on the ______ Amendment, guaranteeing the right to an impartial jury, would be honored.

a. First
b. Fourth
c. Sixth
d. Fourteenth

5. The Fourteenth Amendment guarantees that all citizens in all states shall have:

a. due process of law when accused of a crime.
b. the right to life and liberty.
c. freedom of worship.
d. the right to bear arms.

6. The Gideon v. Wainwright decision helped clarify the right to:

a. due process of law.
b. counsel.
c. silence.
d. privacy.

7. Which has been the most influential in search and seizure procedures?

a. Mapp v. Ohio
b. Miranda v. Arizona
c. First Amendment
d. Fifth Amendment

8. Which has been the most influential in defining what makes a confession legal?

a. Mapp v. Ohio
b. Gideon v. Wainwright
c. Miranda v. Arizona
d. The Fourth Amendment

9. In a sentence or two, explain what is meant by the "exclusionary rule."

____

____

____

10. Briefly explain what is meant by "self-incrimination."

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (II: C-1).

Answers to Pretest (II: C-1)

1. c
2. a
3. c
4. c
5. a
6. b
7. a
8. c
9. Something similar to the following (exact words not necessary): Evidence or confessions that are gathered illegally or without proper procedures cannot be accepted during the trial. They are clarified by various court decisions.
10. Evidence, statement, or confession which suggests one's own guilt.

1. Which of the following establishes separation of governmental powers in the United States?

   a. Articles of the Constitution
   b. Bill of Rights
   c. States' Rights Articles
   d. Fourth Amendment

2. Which of the following statements is true?

   a. The legislative branch interprets laws, and the executive branch enforces them.
   b. The executive branch enforces the law, and the judicial branch interprets it.
   c. The legislative branch makes the law, and the executive branch interprets it.
   d. The judicial branch interprets the law, and the executive branch makes the law.

3. During the trial, the defendant stated that she did not know the men were police officers when they burst into her apartment. They presented no search warrant. They told her they were looking for a Mr. Sand. She said she didn't know any Mr. Sand. While they were searching her apartment, they found several ounces of cocaine which they seized as evidence. Then they arrested her.
   The defense attorney would probably have good reason to argue that the drug is not valid evidence, based on which amendment? (as of 1983 Statutes)

   a. First
   b. Fourth
   c. Fifth
   d. Sixth

4. In his trial for second degree murder, Bill's lawyer explained that she had been appointed to his defense following his previous lawyer's resignation. At his arraignment, Bill had pleaded not guilty of second degree murder. His present lawyer wondered if a guilty plea to manslaughter (accidental murder; murder without intent) would have been better. Because of the faulty counseling, Bill could probably appeal a guilty verdict based on the:

   a. First Amendment.
   b. Fourth Amendment.
   c. Fifth Amendment.
   d. Sixth Amendment.

5. Which amendment specifically protects citizens from state laws which might lessen their freedom?

   a. First Amendment
   b. Fourth Amendment
   c. Sixth Amendment
   d. Fourteenth Amendment

6. Which item has been most important in expanding the right to counsel?

   a. Gideon v. Wainwright
   b. Mapp v. Ohio
   c. Miranda v. Arizona
   d. Sixth Amendment

7. Which item has been the most important in protecting one's privacy?

   a. Gideon v. Wainwright
   b. Miranda v. Arizona
   c. Mapp v. Ohio
   d. First Amendment

8. Which item below has determined that the police must warn the accused of his/her rights in order to obtain a valid confession?

   a. First Amendment
   b. Fourth Amendment
   c. Gideon v. Wainwright
   d. Miranda v. Arizona

9. Which of the following is true of the exclusionary rule?

   a. evidence which is heard exclusively in court
   b. the dismissal of biased jurors
   c. evidence which cannot be used in court
   d. the right to exclusive counsel

10. Which of the following best explains self-incrimination?

   a. statements which might prove one's own guilt
   b. defending oneself in court
   c. dismissal of biased jurors
   d. plea bargaining to receive a lighter sentence

Give the completed test to your instructor.

Answers to Posttest (II: C-1)

1. a
2. b
3. b
4. d
5. d
6. a
7. c
8. d
9. c
10. a

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Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify by title the group of laws defining Florida's substantive criminal laws.
2. Identify the three assumptions which are important to the concept of "Rule of Law."
3. List the four elements that establish an act as criminal.
4. Identify three ways in which punishment can be increased and the possible reasons for each.
5. Identify four crimes considered to be forcible felonies.
6. Identify the key word or phrase which separates first-degree murder from second- or third-degree murder.
7. Identify the definitions or appropriate use of these terms as they appear in this section:
    - culpable
    - negligence
    - assault
    - battery
    - aggravated
    - felony
    - capital
    - misdemeanor

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Provide copies of the "Florida Criminal Code" for your students to read. Give a brief background of the development and institution of this code as part of Florida law.

3. Discuss the "Rule of Law" and explain its three assumptions.

4. Explain the four elements which establish an act as criminal.

5. Discuss the classifications of crimes and their penalties according to Florida Statutes. Explain the variations in penalties according to the facts of the crime.

6. Discuss the crimes in the category of forcible felonies.

7. Discuss the sections of Chapter 782 dealing with homicides which are included in the student materials. Clarify the differences between the various homicide crimes, emphasizing the fact that "premeditation" is the key to classifying a homicide as first-degree murder.

8. Call attention to the vocabulary and terminology listed in objective 7. Answer questions concerning any of the terms.

Supporting Activities

The following scenario may be used for class discussion or the basis for written assignments:

Consider what could happen if there were no laws defining crime. In a certain land, a citizen named George was taken from his home by the local police because he had been "smerkiling." He was thrown in a cold, dirty jail where he has been waiting for six months. During this time, he wonders what his crime, "smerkiling," means. He doesn't remember doing anything wrong, but thinks how hard it is to keep up with authority—they change the rules all the time. Where are the crimes defined? No one really seems to know. If he has a trial, will he receive a short sentence, a whipping, or be executed? To George, it is all very vague, and he doesn't know what will happen next. As the days pass, he gets more and more anxious and feels ready to scream or confess, but to what?

What disadvantages does George have in this type of society?

Possible ideas to include:

- no laws to define crime
- no laws to define procedures for trial
- no laws which establish the punishment
- no guarantee of justice
- no protection from intrusion or from fear

Reference Materials

(Add any reference materials available to you.)

Florida Statutes. Statutory Revision Division. Tallahassee, FL: State of Florida, 1981.

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (II: C-2)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Which of the following is the title of the group of laws defining Florida's substantive criminal laws?

   a. Florida Criminal Code
   b. Florida Statutes Annotated
   c. Florida Statutes
   d. Criminal Procedure Code

2. List **three** assumptions which are part of the "Rule of Law."

3. Often in a trial, the prosecutor has to prove that a crime was committed. What four elements add up to a crime? (Choose **four** letters for your answer.)

   a. guilty mind
   b. causation
   c. effect
   d. trial
   e. use of a weapon
   f. harm or injury
   g. guilty act
   h. motive

4. List at least **two** ways in which punishment can be increased following the conviction.

5. A convicted offender's length of sentence may be changed based on the presentence investigation report. What are **two** possible reasons why a term may be extended?

6. Which of the following is **not** considered a forcible felony?

   a. kidnapping
   b. burglary
   c. forgery
   d. aircraft piracy

7. What is the phrase that identifies a murder as first- rather than second- or third-degree?

   a. culpable negligence
   b. premeditated design
   c. forcible felony
   d. depraved mind

For questions 8-10, select the term from the list below that best completes the statement. Write the letter for the term on the blank line.

a. culpable
b. assault
c. misdemeanor
d. aggravated
e. battery
f. negligence
g. capital
h. felony
i. forcible

8. For a(n) ______, the minimum term of imprisonment is one year.

9. A person may be found guilty of manslaughter because of ______.

10. A(n) ______ felony is the most serious charge a suspect can face.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (II: C-2).

Answers to Pretest (II: C-2)

1. a

2. The following should be listed:

   a. no crime without law
   b. no punishment without law
   c. no crime without punishment

3. a, b, f, g

4. Two of the following:

   a. a fine may be added
   b. the basic term of imprisonment may be extended
   c. a felony may be reclassified to a higher degree

5. a. previous convictions
   b. dangerous behavior patterns

6. c

7. b

8. h

9. f

10. g

Posttest (II: C-2)

1. Which of the following is the title of the group of laws defining Florida's substantive criminal laws?

   a. Florida Statutes Annotated
   b. Criminal Procedure Code
   c. Florida Statutes
   d. Florida Criminal Code

2. Which of the following is **not** an assumption of the "Rule of Law"?

   a. no crime without punishment
   b. no imprisonment without trial
   c. no punishment without law
   d. no crime without law

3. List the **four** elements necessary to establish an act as criminal.

4. If justified, the punishment for a convicted offender can be increased. Which of the following methods are provided for by statute?

   a. imposing a fine, extending the term of imprisonment, and requiring forced labor
   b. extending the term of imprisonment, changing the conditions of imprisonment, and reclassifying the felony
   c. imposing the death penalty, reclassifying the felony, and imposing a fine
   d. imposing a fine, extending the term of imprisonment, and reclassifying the felony

5. Choose **two** reasons why a convicted offender's punishment might be increased.

   a. circumstances of the crime (such as use of a gun) and previous convictions
   b. influence of the media and testimony of witnesses
   c. role in the crime and use of a weapon
   d. insanity plea and criminal behavior patterns

6. Which of the following is **not** considered a "forcible felony"?

   a. embezzlement
   b. use of a bomb
   c. arson
   d. manslaughter

7. Which phrase identifies a homicide as first-degree murder?

   a. carelessness toward human life
   b. accidental killing
   c. premeditated design
   d. aggravated battery

For questions 8-10, select the term from the list below that best completes the statement. Write the letter for the term on the blank line.

a. culpable
b. assault
c. misdemeanor
d. aggravated
e. battery
f. negligence
g. capital
h. felony
i. forcible

8. For a(n) ______, the maximum term is one year.

9. A charge of assault may be increased to ______ assault if a weapon is used.

10. When one is accused of a(n) ______ felony, execution or life imprisonment are possible sentences.

Give the completed test to your instructor.

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Answers to Posttest (II: C-2)

1. d

2. b

3. The following should be listed:

   a. guilty act
   b. guilty mind (or mens rea)
   c. harm or injury
   d. causation

4. d

5. a

6. a

7. c

8. c

9. d

10. g

Objectives

Knowlege Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the function of procedural law.
2. Identify the minimum and maximum number of persons composing a regular county grand jury.
3. Identify the primary purpose of a statewide grand jury.
4. Identify the three age classifications for offenders in Florida.
5. Identify the state department responsible for children judged as delinquents.
6. Identify the correct definition of these terms as used in this section:
    - disposition
    - adjudicate
    - contempt (of court)
    - writ
    - summons
    - surety bond
    - procure
    - usury
    - perjury
    - execute
    - extortion

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the function which procedural law serves. Distinguish between substantive law dealing with rights, duties, and liabiities and adjective law which is the law regulating procedure.

3. Review the information on grand juries which was presented in previous sections as you discuss the provisions of Chapter 905 concerning Grand Jury and the Statewide Grand Jury Act.

4. Discuss the postconviction laws and the stipulations of the three age classifications of persons convicted of violation of the criminal statutes.

5. Describe the responsibility of the Department of Health and Rehabilitative Services in cases involving juvenile delinquents. Describe other state, county, and community services which deal with persons in each of the categories of persons convicted of violations of the criminal statutes.

6. Call attention to the vocabulary and terminology listed in objective 6. Answer questions concerning any of the terms.

Supporting Activities

1. Invite representatives of various state, county, and community groups that provide services to persons convicted of violations of the criminal statutes to speak to your class.
2. Have students investigate and make written or oral reports about the services available to persons convicted of violations of the criminal statutes.
3. Arrange for students to visit a library that has the Florida Statutes and to look at some of the relevant chapters.

Reference Materials

(Add any reference materials available to you.)

Florida Statutes. Statutory Revision Division, Tallahassee, FL: State of Florida, 1981.

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (II: C-3)

This pretest will let you know how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. The function of procedural law is to:

   a. regulate procedure in carrying out substantive law.
   b. regulate procedure of the appellate process.
   c. provide for rehabilitation of offenders.
   d. set out procedures of youthful offenders' disposition.

2. How many persons are there on a regular county grand jury?

   ____

3. What is the purpose of a statewide grand jury?

   ____

   ____

4. List the **three** age categories of offenders in Florida.

   ____

   ____

   ____

5. Which department of state government in Florida is responsible for those judged as juvenile delinquents?

   ____

For questions 6-10, choose the vocabulary word being defined. Circle the correct letter.

6. A(n) ______ is an official command to appear in court.

   a. writ
   b. surety bond
   c. usury
   d. summons

7. "To adjudicate" means ______.

   a. to write
   b. to summon
   c. to judge
   d. to procure

8. If anyone shows disrespect while in court, that person can be charged with:

   a. contempt.
   b. perjury.
   c. a summons.
   d. extortion.

9. To force or threaten someone in order to get money is called ______.

   a. perjury
   b. extortion
   c. a writ
   d. usury

10. Another term for final settlement of a case is its final ______.

    a. summons
    b. writ
    c. adjudication
    d. disposition

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (II: C-3).

Answers to Pretest (II: C-3)

1. a

2. between 15 and 18

3. The purpose of a statewide grand jury is to detect and eliminate organized crime across county lines; to try cases which involve crime occurring in more than one county.

4. The three categories are:

   - juvenile delinquent: under 18 years
   - youthful offender: 18 to 21 years
   - adult offender: over 21 years

5. The department in Florida is the Department of Health and Rehabilitative Services (HRS also acceptable as an answer).

6. d

7. c

8. a

9. b

10. d

Posttest (II: C-3)

1. The function of procedural law is to:

   a. regulate procedure of the appellate process.
   b. set out procedures for sentencing youthful offenders.
   c. regulate procedure in carrying out substantive law.
   d. provide for rehabilitation of offenders.

2. Which of the following are the correct minimum and maximum number of persons composing a regular county grand jury in Florida?

   a. between 15 and 18
   b. between 15 and 30
   c. between 20 and 30
   d. between 18 and 21

3. Which of the following best describes the primary purpose of a statewide grand jury?

   a. to investigate corrupt county officials
   b. to investigate crime outside the state
   c. to investigate intercounty organized crime
   d. to investigate federal crimes

4. Which of the following best identifies the age range provided for by the "youthful offender act"?

   a. 17 years old but under 25
   b. at least 18 but not yet 21
   c. at least 18 but not yet 25
   d. at least 17 but not yet 22

5. Which of the following state departments is responsible for children judged as delinquent?

   a. Department of Corrections
   b. Department of Criminal Investigation
   c. Department of State
   d. Department of Health and Rehabilitative Services

For questions 6-10, choose the word being defined. Circle the correct letter.

6. If someone knowingly lies under oath while in court, that person could later be charged with:

   a. contempt.
   b. perjury.
   c. a summons.
   d. surety bond.

7. A statewide grand jury has jurisdiction over cases of ______, which means using threats or force to obtain money.

   a. perjury
   b. gambling
   c. extortion
   d. usury

8. The ______ of a case refers to the sentencing and final settlement.

   a. disposition
   b. writ
   c. extortion
   d. summons

9. "To adjudicate" means ______.

   a. to judge
   b. to write
   c. to summon
   d. to explain

10. When a sentence is carried out, one can say it has been ______.

   a. stayed
   b. procured
   c. adjudicated
   d. executed

Give the completed test to your instructor.

Answers to Posttest (II: C-3)

1. c
2. a
3. c
4. b
5. d
6. b
7. c
8. a
9. a
10. d

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Explain the influence of parens patriae on the juvenile justice system.
2. Distinguish between two kinds of wards of the state: dependent children and delinquent children.
3. Identify the terminology predominantly used in juvenile court and the corresponding terminology of the adult criminal court.
4. List and explain at least three differences between the juvenile court and the adult criminal court.
5. Identify what rights each of several Supreme Court decisions has provided in the practice of juvenile justice.
6. List and explain at least three criticisms of the parens patriae court.
7. Use and define the following vocabulary and concepts found in this section:
   - vagrancy
   - truancy
   - incorrigible (incorrigibility)
   - adjudicate (adjudication)
   - punitive
   - parens patriae
   - solicitous
   - to waive jurisdiction

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the juvenile justice system in America, including the following:

   - early traditions
   - parens patriae
   - institutions for juvenile delinquents
   - development of juvenile court system
   - civil and criminal court proceedings

3. Discuss the impact of certain Supreme Court decisions on the juvenile justice system.

4. Discuss some of the problems in the juvenile justice system and the possible solutions.

Supporting Activities

1. Following the pretest, students should read the objectives. Encourage them to look for the vocabulary words (listed in objective 7) as they read through the text.

2. Invite a local resource person, such as a juvenile judge, to visit the class and discuss his/her experiences. Suggest questions that students might ask, such as:

   "How well do you think the juvenile justice system works?"
   "What kinds of cases do you see most often?"
   "How are different cases handled at disposition?"

3. Have students divide into two groups. They should consider whether or not there should be juvenile courts; one group should support such courts and the other should criticize them.

4. On the blackboard (or an overhead transparency), make two columns: **Advantages** and **Disadvantages.** Ask students to list the advantages and disadvantages of parens patriae and its influence on juvenile justice.

Faust, Frederic L. and Brantingham, Paul J., editors. Juvenile Justice Philosophy: Readings, Cases, and Comments. St. Paul, MN: West Publishing Co., 1977.

Florida Department of Law Enforcement. Crime in Florida: 1982 Annual Report. Tallahassee, FL: State of Florida, 1983.

International Association of Chiefs of Police. Law Enforcement Legal Review. Gaithersburg, MD. NOTE: For copies of this periodical you may write the association at 13 First Field Rd., Gaithersburg, MD 20871 or call (301) 948-0922.

Janeksila, Galan N. "Youth, Delinquency, and the Juvenile Justice System." In The Fundamentals of Criminal Justice: A Syllabus and Workbook, edited by Dae H. Chang, Geneva, IL: Paladin House Publishers, 1977.

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (II: D-1)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. List and explain two ways the philosophy of parens patriae influenced the juvenile justice system.

   ____

   ____

2. Explain the major differences between a dependent child and a delinquent child.

   ____

   ____

   ____

   ____

3. Habitual truancy is grounds for being considered a ____________ ____________ child.

4. A petition in juvenile court serves somewhat the same purpose as a ______ in adult criminal court.

   a. request for dismissal
   b. request for counsel
   c. conviction
   d. complaint

5. When a child is found guilty of delinquent behavior in the juvenile court, the phrase used is:

   a. conviction of crime.
   b. guilty of felony.
   c. finding of involvement.
   d. petition of delinquency.

6. In juvenile court, an adjudicatory hearing has a function similar to a ______ in adult criminal court.

   a. conviction
   b. complaint
   c. trial
   d. dispositional hearing

7. **Which of the following is not a difference between juvenile court and adult court?**

   a. language
   b. atmosphere
   c. due process
   d. goals

8. The decision in Shioutakon v. District of Columbia established which of the following rights for accused juveniles?

   a. rights against self-incrimination
   b. right to counsel
   c. right to trial by jury
   d. right to cross-examine witnesses

9. Which of the the Supreme Court decisions established that trial by jury is **not** required in juvenile cases?

   a. In re Winship
   b. In re Gault
   c. Kent v. United States
   d. McKeiver v. Pennsylvania

10. A juvenile's right to appeal a decision made in juvenile court is guaranteed by the ______ decision.

    a. In re Winship
    b. In re Gault
    c. Kent v. United States
    d. Shioutakon v. District of Columbia

11. List at least **three** criticisms of the philosophy of parens patriae as it occurred in juvenile court.

    ____

    ____

    ____

Complete sentences 12-15 so that the word in bold is defined.

12. Someone who is **incorrigible:** ______________________________

    ____.

13. The philosophy **parens patriae** places the welfare of the child in the hands of ______________________________.

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14. When a juvenile is picked up for **vagrancy**, s(he) has probably been

____.

15. A juvenile court may **waive jurisdiction** or ______________________, so that a case can be handled differently.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (II: D-1).

Answers to Pretest (II: D-1)

1. Something similar to the following should be stated:

   - The attitude shown by juvenile court is generally protection and guidance toward the young offender.
   - Language used in juvenile court is less harsh and is distinct from adult court language.

2. Something similar to the following should be stated:

   Although both are wards of the state, the dependent child has not committed a crime. S(he) lacks proper care and may be homeless. The delinquent child is one who has broken a law.

3. dependent

4. d

5. c

6. c

7. c

8. b

9. d

10. a

11. Three of the following should be listed:

    - Legal rights of the child were not protected because of informal proceedings.
    - The goal was impossible to carry out because judges were not social workers (or because judges were not properly trained; did not have a background in psychology, etc.).
    - Juvenile delinquency was not stopped, so society was not protected from violence.
    - Juvenile crimes were unfairly punished, and sometimes too strictly.

12. . . . cannot be changed; cannot be corrected

13. . . . the government; the king

14. . . . wandering idly from place to place; hanging around

15. . . . give up its right to handle the case

Posttest (II: D-1)

1. The philosophy of parens patriae influenced the juvenile court system toward:

   a. due process of law.
   b. formal procedures.
   c. guidance and treatment.
   d. safeguarding Constitutional rights.

For questions 2-4, choose either "dependent" or "delinquent" for the blank.

2. A child who habitually skipped school used to be considered a ____________________.

3. If a child is badly neglected by his/her parents, the state may become the guardian, and the child is considered a ________________.

4. ____________________ children do not usually appear in court.

5. A petition in juvenile court proceedings is the document by which a child is:

   a. charged with an offense.
   b. arrested.
   c. found guilty of a crime.
   d. requesting dismissal of the charge.

6. In juvenile court, a disposition hearing is similar to ______ in adult criminal court.

   a. a complaint
   b. a trial
   c. an adjudicatory hearing
   d. sentencing

7. List and explain **three** main differences between juvenile court and adult criminal court as discussed in this section.

   ____

   ____

   ____

8. Which decision establishes that accused juveniles should be found guilty beyond a reasonable doubt before being punished?

   a. Shioutakon v. District of Columbia
   b. Kent v. United States
   c. In re Winship
   d. McKeiver v. Pennsylvania

9. **Which of the following rights for juveniles was not part of the Gault decision?**

    a. right to legal counsel
    b. right to jury trial
    c. right to appeal
    d. right to confront witnesses

10. **Which decision insures that a proper hearing is held before a case is transferred from juvenile to adult criminal court?**

    a. Shioutakon v. District of Columbia
    b. Kent v. United States
    c. In re Winship
    d. McKeiver v. Pennsylvania

11. **Three of the following statements were criticisms of the idea of parens patriae in juvenile court. Which one was not a criticism?**

    a. The system was too lenient toward the juvenile offender.
    b. The system was too harsh, punishing the juvenile more strictly than an adult for the same offense.
    c. Judges weren't properly trained to do "social work."
    d. Formal proceedings violated constitutional rights.

12. In general, adult criminal court is ______________________ in its judgments than juvenile court.

    a. more solicitous
    b. fairer
    c. more punitive
    d. more incorrigible

13. _______ children do not seem to benefit much from rehabilitation and treatment.

    a. Vagrant
    b. Punitive
    c. Delinquent
    d. Incorrigible

14. In order to move a case to adult court, the juvenile court must _______.

    a. waive jurisdiction
    b. provide counsel
    c. take punitive action
    d. adjudicate the case

15. At one time, children who were ______ were alleged to be delinquents.

   a. lenient
   b. truants
   c. workers
   d. solicitous

Give the completed test to your instructor.

Answers to Posttest (II: D-1)

1. c
2. delinquent
3. dependent
4. dependent
5. a
6. d
7. Something similar to the following should be stated:
    - Goals are different: in juvenile court, the goal is to rehabilitate; in adult criminal court, the goal is to judge.
    - The atmosphere is different: juvenile court is much more informal (much less tense) than adult court.
    - The language is different: different terms are used in juvenile court and are meant to sound less harsh.
8. c
9. b
10. b
11. d
12. c
13. d
14. a
15. b

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the court which has the original jurisdiction over all matters concerning the custody and welfare of children in Florida.

2. State the short title of Chapter 39 of the Florida Statutes.

3. List at least three purposes of Chapter 39.

4. Identify the roles and decision-making responsibilities of: the law enforcement officer, the intake counselor, the state attorney, and the juvenile court judge.

5. Identify the following terminology which is used in this section:

   - petition for delinquency
   - complaint
   - detention hearing
   - waiver hearing
   - adjudicatory hearing
   - disposition hearing
   - community control
   - predisposition report
   - intake

6. List **in order** and briefly summarize the decision points in the juvenile justice process.

7. State how long the court has jurisdiction over a child once that child has been found delinquent.

8. List at least three criteria which should be taken into account when deciding whether or not a juvenile is to be tried in adult criminal court.

9. Define the following vocabulary words:

   - discreet/discretion
   - sanction
   - restitution
   - to divert/diversion
   - to waive/waiver
   - to adjudicate/adjudicatory
   - disposition

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the jurisdiction of juvenile courts and the Florida Juvenile Justice Act and its purpose.

3. Discuss the Florida juvenile justice system using the flow diagram (Figure D-3) included in the Student Guide. Some students may benefit by seeing the diagram **before** reading the section, so they can refer to it as they read.

4. Discuss the interaction between various governmental agencies and personnel who are concerned with juvenile justice.

Supporting Activities

1. Following the pretest, students should read the objectives for this section. Encourage them to look for the terms and vocabulary included in objectives 5 and 9 as they read.

2. Invite an intake counselor from the Department of Health and Rehabilitative Services (HRS) to discuss his/her experiences with the class. Possible topics might include: the kinds of cases most often dealt with; how likely it is that a child will actually face a judge; the role of HRS in aiding justice; trends in the kinds of offenses that are committed; suggested improvements.

3. When students have finished reading the text, it may be helpful to discuss the two summary charts with the class to be sure that there are no questions about them.

Reference Materials

(Add any reference materials available to you.)

Florida Statutes. Statutory Revision Division. Tallahassee, FL: State of Florida, 1981.

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (II: D-2)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. The court which has jurisdiction over all matters concerning custody and welfare of children in Florida is the ____________________.

2. Chapter 39 of the Florida Statutes is called the ____________________.

3. List and briefly explain at least **three** purposes of Chapter 39.

____

____

____

____

4. Who receives the predisposition report?

   a. judge
   b. intake counselor
   c. arresting officer
   d. detention officer

5. Who files a petition for delinquency?

   a. judge
   b. intake counselor
   c. arresting officer
   d. state attorney

6. Who files a motion for a waiver hearing?

   a. judge
   b. intake counselor
   c. arresting officer
   d. state attorney

7. Who recommends detention for a particular child?

   a. judge
   b. arresting officer
   c. arresting officer and intake counselor
   d. intake counselor and state attorney

Answers to Pretest (II: D-2)

1. circuit court

2. Florida Juvenile Justice Act

3. Three of the following should be mentioned (exact wording is not necessary):

   - to protect society by strengthening rehabiliation and applying appropriate sanctions
   - to protect the moral, emotional, mental, and physical well-being of the child
   - to assure that the prosecution and disposition of a juvenile charged with an offense are fair and impartial
   - to assure that basic rights are protected during the procedures
   - to preserve and strengthen the family whenever possible

4. a

5. d

6. d

7. c

8. d

9. b

10. c

11. f

12. i

13. a

14. Three of the following should be mentioned:

    - following the arrest
    - at intake, when the child could be referred to a treatment program, counseling, etc.
    - dismissal of the case by the state attorney
    - following the adjudicatory hearing, when it is found that the child has not violated a juvenile act
    - released following successful completion of a treatment program, or following the 19th birthday

15. c

16. The court may have jurisdiction until that child is 19.

17. Three of the following should be listed:

- previous offenses committed
- circumstances of the present offense
- background and history of the child
- safety of the public

18. a

19. d

20. b

Posttest (II: D-2)

1. The court with the original jurisdiction in cases involving the welfare of children in Florida is the:

   a. local court.
   b. circuit court.
   c. District Court of Appeals.
   d. county court.

2. Which of the following is the short title for Chapter 39 of the Florida Statutes?

   a. Florida Juvenile Justice Act
   b. Florida Crime-Control Act
   c. Juvenile Criminal Court Act
   d. Juvenile Court and Penalty Act

3. Two of the purposes of Chapter 39 are to protect society by emphasizing offender rehabilitation, restitution, or appropriate sanctions and to protect the welfare of the child. List and briefly explain **two** other purposes.

   ____

   ____

   ____

   ____

   ____

4. Three of the following are often responsibilities of the HRS intake counselor. Which one is **not**?

   a. receives report from law enforcement officer
   b. decides the child has committed a delinquent act
   c. prepares predisposition report
   d. recommends treatment or program for a particular child

5. Three of the following are often responsibilities of the state attorney. Which one is **not**?

   a. files a motion for a waiver
   b. approves nonjudical action for a child
   c. files a petition for delinquency
   d. files a predisposition report with the court

6. The judge presides at various hearings and may make several decisions in a particular case. Which of the following is **not** a judicial decision?

   a. whether or not a child should be detained
   b. whether or not a child has committed a delinquent act
   c. whether or not a child should appear in court
   d. what penalty a child who has committed a delinquent act should face

7. Who recommends detention for a particular child?

   a. the intake counselor
   b. the judge
   c. intake counselor and state attorney
   d. arresting officer and intake counselor

Complete sentences 8-12 with the best concept or term listed from a-h below.

a. community control
b. detention
c. adjudicatory hearing
d. petition for delinquency
e. waiver hearing
f. predisposition report
g. disposition hearing
h. intake (HRS)

8. The law enforcement officer reports on details of a crime for the ______.

9. If a(n) ______ is filed, the case will then go to juvenile court.

10. Following an arrest, violent or dangerous juveniles may be sent to a crisis home or some other kind of ______.

11. If a juvenile is found to have committed a delinquent act, s(he) next must attend the ______ where the penalty is determined.

12. At a(n) ______, jurisdiction is changed from juvenile court to the adult court system.

13. What decision point follows the detention hearing?

    a. adjudicatory hearing
    b. disposition hearing
    c. predisposition report
    d. intake

14. What decision point follows the intake procedure? Explain at least **three** options.

15. At what point is it decided that an accused juvenile did commit an alleged offense?

a. at the adjudicatory hearing
b. at intake
c. when state attorney reviews the HRS recommendation
d. at a waiver hearing

16. Once a child has been found delinquent, the court may retain jurisdiction until the child:

a. serves the sentence.
b. reaches 19 years of age.
c. reaches 21 years of age.
d. commits another crime.

17. Which of the following would probably **not** be considered when moving a case from juvenile court to adult criminal court?

a. predisposition report
b. seriousness of alleged offense
c. previous contact with HRS
d. protection of society

For questions 18–20, match the definitions on the left with the vocabulary terms on the right.

_____ 18. a change in direction; a move away

_____ 19. repayment for loss or damage

_____ 20. penalty for violation of a law

a. restitution
b. sanction
c. diversion
d. discretion

Give the completed test to your instructor.

Answers to Posttest (II: D-2)

1. b
2. a
3. Two of the following should be listed:
    - to assure that the prosecution and disposition of a charged juvenile are done fairly (and prudently)
    - to assure that basic rights are protected in these procedures
    - to preserve and strengthen the family as much as possible
4. b
5. d
6. c
7. d
8. h
9. d
10. b
11. g
12. e
13. d
14. The state attorney may decide to:
    - approve the HRS recommendation to refer to a treatment program.
    - dismiss the case.
    - move the case into the adult criminal court system.
    - file a petition for delinquency, so the case goes to juvenile court.
15. a
16. b
17. a
18. c
19. a
20. b

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Instructor Guide **Block III**

CORRECTIONS

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Block III: Corrections
Unit A: History of Corrections

Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Identify the main characteristics of the blood feud tradition of justice.
2. Identify the two main historical traditions in correctional philosophy, and identify which is most common in today's correctional system.
3. Identify the basic concepts of the common law tradition and the civil law tradition and describe how they differ.
4. Identify the characteristics of the Pennsylvania system, the Auburn system, and the Elmira system.
5. Identify the differences between the beliefs of the Classical and Positivist schools of criminology.
6. Define the following terms:
    - indeterminate sentence
    - to deter/deterrence
    - penitence
    - solitary confinement
    - corporal punishment
    - capital punishment

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the blood feud tradition of justice and cite historical examples if possible.
3. Discuss the two main historical trends in correctional philosophy and relate their development and influence to modern correctional philosophy.
4. Discuss the history of the development of common law and civil law and contrast the two concepts.
5. Discuss the historical and religious setting which influenced the development of the Pennsylvania correctional system. Explain the characteristics which made the system unique at that time.
6. Compare the characteristics of the Auburn correctional system with those of the Pennsylvania system.
7. Discuss the Elmira system and the philosophy of reform as the goal of confinement. Explain the indeterminate prison sentence, productive labor, education, parole, and reform which are characteristics of the Elmira system.
8. Discuss the concept of "school." Explain, compare, and contrast the characteristics of the Classical and Positivist schools of criminology.
9. Call attention to the vocabulary and terminology listed in Objective 8. Answer questions concerning any of the terms.

Supporting Activities

1. Have your students discuss their views concerning the two approaches to correction: punishment and treatment. Plan a debate and have each team defend a point of view.

2. The newspaper article which is included on page 8, "Seventy years later he wanted to tell the truth behind a lynching," may be duplicated or read to your class as a topic for class discussion. Points to emphasize might include the following:

    - the lack of justice, humanity, or fairness in mob action
    - the possibility of error in a mob's emotional judgment
    - that the emotional reaction of vengeance is more harmful than a rational, unbiased judgment
    - that the lack of courage on the part of the young witness and the lack of moral conviction on the part of the parents led to injustices (Should they have acted otherwise?)
    - how society is endangered by uncontrolled mob action

Reference Materials

Berkley, Giles, Hackett, and Kassoff. Introduction to Criminal Justice. New York: Holbrook Press, Inc., 1976.

Beckman, Erick. Law Enforcement in a Democratic Society. Chicago: Nelson-Hall, 1980.

Blumer, Alice H. Jail Operations. Vols. 1-6. Washington, D.C.: Government Printing Office, 1972.

Chamelin, Fox, and Whisenand. Introduction to Criminal Justice. Englewood Cliffs, N.J.: Prentice-Hall, 1979.

Chang, Dee H., ed. Fundamentals of Criminal Justice: A Syllabus and Workbook. Geneva, Ill.: Paladin House Publishers, 1977.

Florida Correctional Training Institute. CTI Course for Corrections Officers. Tallahassee, Fla.: Florida Department of Corrections.

Langer, William L. An Encyclopedia of World History. Boston: Houghton-Mifflin Company, 1948.

Payne, Robert. The Horizon Book of Ancient Rome. New York: American Heritage Publishing Co., Inc., 1966.

Audiovisual Materials

(List any audiovisual materials available to you.)

From Tallahassee Democrat, 1982.

70 years later he wants to tell the truth behind a lynching

NASHVILLE, Tenn. (AP) — An 83-year-old man claims he could have saved a Jewish pencilmaker from a Georgia lynch mob had he told the truth during a sensational murder trial nearly 70 years ago.

In a case that contributed to the resurgence of the Ku Klux Klan and the birth of the Anti-Defamation League, Leo Frank was sentenced to death in 1913 for killing 14-year-old Mary Phagan at a pencil factory in Atlanta where Frank was a supervisor and Phagan was an employee.

After his sentence was commuted, Frank was hanged in an oak grove by a mob of vigilantes who called themselves the Knights of Mary Phagan.

In a copyright story published Sunday in The Tennessean, Alonzo Mann said he is sure Frank was innocent of the murder and that the prosecutors' star witness — a sweeper at the National Pencil Co. — killed the girl in a $1.20 robbery.

Mann

"At last I am able to get this off my heart," said Mann, who now lives in Bristol, Va. "I am making this statement because, finally, I want the record clear."

Mann, who was a 14-year-old office boy at the pencil factory at the time of the murder, told the newspaper that "Jim Conley, the chief witness against Leo Frank, lied under oath. . . . I am convinced that he, not Leo Frank, killed Mary Phagan."

Conley died in 1962.

Georgia Attorney General Michael Bowers said Sunday he could not comment on Mann's story because, "I don't know anything about the case."

"I doubt that anyone who dealt with it from a legal standpoint is still around," Bowers said.

Mann said that on the day of the murder, April 26, 1913, he had left the factory to meet his mother and watch the Confederate Memorial Day parade, but was unable to find her and returned to work.

"Inside the door, I walked to the stairwell," Mann said. "I looked to my right and I was confronted by a scene I will remember vividly until the day I die."

Mann said he saw Conley alone, holding the limp girl near a trap door leading to the factory's cellar.

"He wheeled on me and in a voice that was low but threatening and frightening to me, he said: 'If you ever mention this I'll kill you.' "

Mann said he ran home and told his mother what he had seen at the factory, but she told him to forget it in hopes of protecting the family and her son from publicity.

"After he was convicted, my mother told me there was nothing we could do to change the jury's verdict," Mann said "My father agreed with her. I continued to remain silent."

John Seigenthaler, president and publisher of The Tennessean, said Mann passed two lie-detector tests administered by Ball Investigative Agency.

Mann told The Tennessean that Conley had asked for a dime to buy two beers earlier on the day of the murder, but Mann refused. He said Mary Phagan had gone to see Frank to get $1.20 in pay.

"I am convinced that she left the pay window and was coming down the stairs or had reached the first floor when she met Conley. . . . I am confident that I came in just seconds after Conley had taken the girl's money and grabbed her. I do not think sex was his motive. I believe it was money. Her pay was never found in the building after she died."

Frank's death sentence was commuted by Georgia Gov. John Marshall Slaton, but in August of 1915, a group of vigilantes stormed the jail and dragged Frank out at gunpoint. He was lynched about 175 miles away from the Milledgeville, Ga., jail in an oak grove outside Marietta.

AP

A mob hangs Leo Frank in 1915

. . .he was convicted of killing a 14-year-old

Pretest (III: A)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

In questions 1-11, circle the correct letter.

1. Which of the following are characteristics of the early form of justice called the blood feud?

   a. The offender was judged and punished fairly in the king's court.
   b. The offender was punished by the king.
   c. The offender was punished without public trial.
   d. The offender was rehabilitated by the victim or his family.

2. The trend today in correctional philosophy is toward:

   a. more efficient blood feud practices.
   b. reforming the offender.
   c. harsh physical punishment.
   d. fewer prison reforms.

3. The **two** main traditions in the history of corrections can be summarized by which statement?

   a. Either the offender should be punished **or** the offender should be reformed.
   b. Either the offender should be imprisoned **or** the offender should stay free, but pay money to the victim.
   c. Either the offender should earn his living in prison **or** the offender should pay money to the victim.
   d. Either the prisoner should never be released **or** the prisoner should be released only after solitary confinement.

4. Which **one** of the following is true about the common law tradition?

   a. It influenced the legal systems of continental Europe.
   b. Decisions of the judges were collected and passed on.
   c. Decisions of judges were collected and added to the Justinian Code.
   d. Its roots were in the Roman body of law.

5. **Three** of the following statements explain why prison reforms were necessary in the seventeenth and eighteenth centuries. Which of the following is **not** a reason?

   a. There was too much time for meditation.
   b. Physical punishments were extreme.
   c. Physical conditions were terrible.
   d. Prisoners were not separated by sex or age.

6. Which of the following is true about the Pennsylvania system?

   a. It influenced the European correctional systems.
   b. Solitary confinement was considered too harsh for prisoners.
   c. Punishment was considered better than treatment.
   d. Prisoners worked silently together during the day.

7. Which statement is true of the Auburn system?

   a. The Quaker religion was a major influence on it.
   b. Visits of prominent citizens were encouraged.
   c. Solitary confinement was used during both the day and night.
   d. Prisoners worked silently together during the day.

8. Which of the following prison systems was the first to use indeterminate sentences in North America?

   a. Auburn system
   b. Elmira system
   c. Pennsylvania system
   d. Classical system

9. Which **one** of the following is **not** true of the Classical school of criminology?

   a. Specific punishment was attached to a specific crime.
   b. The actions of the criminal were excused.
   c. Punishment was considered a deterrent.
   d. The individual was responsible for his/her behavior.

10. **Three** of the following systems stressed imprisonment as **reform**. Which one used imprisonment primarily as **punishment**?

   a. English penal colonies
   b. Pennsylvania system
   c. Elmira system
   d. Positivist school

11. The Positivist school of criminology was based on the belief that: (Choose **one**.)

   a. the individual is responsible for his/her behavior.
   b. the individual cannot be reformed.
   c. the punishment should fit the crime.
   d. the punishment should take the criminal's characteristics into account.

12. In your own words, define an indeterminate sentence.

____

____

____

____

13. In your own words, define penitence.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (III: A).

Answers to Pretest (III: A)

1. c
2. b
3. a
4. b
5. a
6. a
7. d
8. b
9. b
10. a
11. d
12. Student's response should include the idea that the sentence is for an indefinite period of time; the offender will serve for a flexible time period, rather than for a set number of years; the time served depends upon the behavior of the offender.
13. feeling sorry for one's crime

Posttest (III: A)

In questions 1-11, circle the correct letter.

1. The punishment of suspects in the blood feud tradition:

   a. was based on emotion.
   b. resulted in a crime-free society.
   c. has disappeared from modern society.
   d. was very just.

2. Which of the following have had the goal of reforming the offender?

   a. the modern corrections system and the Auburn system
   b. the blood feud tradition and the Pennsylvania system
   c. the Walnut Street jail and the English penal colonies
   d. the Pennsylvania system and modern corrections system

3. Classification of prisoners by sex, age, and offense, the use of productive labor, and a policy of firmness and fairness **first** appeared in which American institution?

   a. Connecticut mine jail
   b. Walnut Street jail
   c. Positivist school
   d. Auburn prison

4. Which statement is **closest** to the correctional philosophy of today?

   a. The prisoner should have heavy doses of solitary confinement.
   b. The prisoner must be punished harshly for misbehavior in prison.
   c. The prisoner should have several hours of meditation training.
   d. The prisoner should be given the opportunity to reform.

5. Which of the following is a difference between the civil law tradition and the common law tradition?

   a. Civil law is based primarily on judicial decisions; common law is based primarily on church decisions.
   b. Civil law influenced continental Europe; common law influenced the English speaking countries.
   c. Trial by jury was used in civil law courts, but not in common law courts.
   d. Citizens of all classes could be appointed judges in the civil law courts; only members of the noble class could be appointed common law court judges.

6. Which of the following is true about the Pennsylvania system?

   a. Prisoners worked silently together during the day.
   b. It was influenced by the Quakers and prison reform groups.
   c. It was based on the belief that solitary confinement was not effective treatment.
   d. It attached specific punishment to specific crimes.

7. Productive work during the day, solitary confinement at night, and harsh discipline were/are features of the:

   a. modern corrections system.
   b. Pennsylvania system.
   c. Auburn system.
   d. Walnut Street jail.

8. Which of the following systems emphasized productive labor, education, parole, and reform?

   a. Auburn system
   b. Classical system
   c. Elmira system
   d. Pennsylvania system

9. Which of the following is true of the Classical school of criminology?

   a. The punishment should fit the crime since punishment is a deterrent.
   b. The individual cannot be blamed for criminal behavior; the punishment should fit the crime.
   c. Punishment is a deterrent and individuals can be reformed.
   d. Punishment is for revenge and individuals are responsible for criminal behavior.

10. Which of the following is **not** a concept of the Positivist school?

   a. An individual is not responsible for his criminal behavior.
   b. Reform is preferable to punishment for the criminal.
   c. The punishment should fit the crime.
   d. The punishment should fit the criminal.

11. Which of the following stressed the use of imprisonment to **punish** rather than to reform the prisoner?

   a. English penal colonies
   b. Positivist school
   c. Elmira system
   d. Pennsylvania system

12. In your own words, define the term "deterrent."

13. In your own words, define the term "solitary confinement."

Give the completed test to your instructor.

Answers to Posttest (III: A)

1. a
2. d
3. b
4. d
5. b
6. b
7. c
8. c
9. a
10. c
11. a
12. Student's response should include the idea that a deterrence is something that keeps people from doing something, often through fear; for example, punishment deters crime.
13. something similar to "confinement, or imprisonment in isolation."

Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Identify three kinds of local confinement facilities and their functions.
2. Identify the responsibilities that state correctional facilities have to society.
3. Summarize the two main conclusions reached by the Florida State Legislature when it examined the Florida correctional system.
4. Define the Correctional Improvement Plan.
5. List at least four duties of the state Department of Corrections.
6. List at least three kinds of federal correctional facilities.
7. Compare the three levels of correctional systems, considering governing agencies, the types of inmates and their level of criminal involvement, and the length of inmates' sentences.
8. Define the following terms used in the field of corrections:
    - misdemeanor
    - jurisdiction
    - innovative program
    - reintegration
    - recidivism
    - incorrigible
    - to habilitate/habilitation
    - to rehabilitate/rehabilitation

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Briefly review the historical background of corrections emphasizing the development of confinement facilities and their functions as they exist today.
3. Describe the three kinds of local confinement facilities and their functions as they operate in communities today.
4. Explain the responsibilities which state and federal correctional facilities have to society.
5. Discuss the evaluation of the Florida correctional system which was made by the state legislature in the early 1970s and the outcome of the evaluation.
6. Describe and discuss the Correctional Improvement Plan which was passed by the Florida state legislature in 1975.
7. Give an overview of the state Department of Corrections and describe the duties assigned to the department.
8. Describe the correctional facilities provided by the federal corrections system and the functions of each.
9. Compare the local, state, and federal correctional systems in terms of governing agencies, types of inmates or crimes involved, and the length of sentences of inmates.
10. Call attention to the vocabulary and terminology listed in Objective 8. Answer questions concerning any of the terms.

Supporting Activities

1. Assign in-depth, oral or written reports on the three levels of the correctional systems.
2. Arrange a tour of any state and local correctional facilities that are within your area.
3. Invite an officer of a correctional facility to speak to your class concerning the function and operation of the facility.

Reference Materials

(List any reference materials available to you.)

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Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (III: B)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. List **three** local correctional facilities and what each is used for.

____

____

____

____

____

____

2. What is the main responsibility of state correctional institutions to society?

____

____

____

3. List **two** main problems found by the Florida state legislature's study of the Florida correctional system.

____

____

4. Which of the following best defines Florida's Correctional Improvement Plan: (Circle the correct letter.)

   a. a plan developed by the Department of Corrections every ten years
   b. a plan passed by the Florida state legislature to be used as a guide for the Department of Corrections
   c. a long-range plan proposed by the Bureau of Prisons in 1968 for improving federal correctional institutions
   d. a plan which every state correctional institution has to submit to the state legislature every year on how to improve the quality of state correctional institutions

5. The Correctional Improvement Plan includes several ideas for programs. Which one is **not** a goal? (Circle the correct letter.)

   a. to better rehabilitate prisoners
   b. to prevent prison riots
   c. to prepare the inmates for release
   d. to stop prisons from being schools for crime

6. List **four** duties of the Department of Corrections in Florida.

   ____

   ____

   ____

   ____

7. List **three** kinds of federal correctional facilities.

   ____

   ____

   ____

8. For which crime would someone most likely be incarcerated in a federal prison? (Circle the correct letter.)

   a. gambling
   b. smuggling across the state lines
   c. drunken driving
   d. assault

9. Which agency has jurisdiction over the state prison? (Circle the correct letter.)

   a. bureau of prisons
   b. city government
   c. Department of Corrections
   d. bureau of corrections

10. In which facility would someone be sentenced to spend 180 days? (Circle the correct letter.)

    a. state prison
    b. state correctional institution
    c. minimum security prison
    d. jail

Match the following terms with their meanings by writing the letter of the meaning by the number of the term.

Terms

______ 11. misdemeanor

______ 12. jurisdiction

______ 13. innovative

______ 14. reintegrate

______ 15. recidivism

______ 16. incorrigible

______ 17. rehabilitation

Meanings

a. to become part of
b. new
c. number of former prisoners returned to prison
d. beyond hope of correction
e. range of authority
f. less serious crime which may be punished by a fine or short sentence
g. act of reforming someone

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (III: B).

Answers to Pretest (III: B)

1. **jail:** where suspects are housed when awaiting trial or serving a short sentence
   lock-ups: where suspects are held up to 72 hours until the preliminary hearing or during investigation
   workhouse (jail farm or camp): where minimum custody offenders work in a minimum security correctional facility. They may have access to agricultural, vocational, and alcohol and drug treatment programs.

2. to confine sentenced prisoners until they are ready to return to society or until they have served the time required by law

3. Offenders were not successfully rehabilitated.
   Prisons were actually schools for crime.

4. b

5. b

6. Any four of the following are correct:

   - carrying out the Correctional Improvement Plan
   - commitment of prisoners
   - supervision and care of inmates
   - having responsibility for prison facilities
   - treatment and rehabilitation of prisoners
   - training of workers in the department
   - providing probation and parole services

7. At least three of the following should be listed:

   - maximum security prison
   - medium security prison
   - minimum security prison
   - halfway houses (community treatment centers)
   - community program office
   - federal correctional institutions

8. b

9. c

10. d

11. f

12. e

13. b

14. a

15. c

16. d

17. g

In questions 1-7, circle the correct letter.

1. What kinds of correctional facilities does the local government run?

   a. community treatment centers and halfway houses
   b. jails, lock-ups, and workhouses
   c. federal correctional institutions
   d. road prisons

2. What are the main responsibilities of jails? (Circle **all** correct answers.)

   a. to house suspects awaiting trial or serving a short sentence
   b. to hold suspects up to 72 hours until the preliminary hearing
   c. to provide rehabilitative services, especially alcohol and drug rehabilitation
   d. to prepare the inmates for transfer to farms or camps where they can have vocational education training

3. Those offenders who need minimum custody and minimum security are sent to:

   a. jails.
   b. lock-ups.
   c. workhouses or jail farms.
   d. state road prisons.

4. What is the main responsibility of state correctional institutions to society?

   a. to keep dangerous people out of society
   b. to keep prisoners until they are ready to return to free society
   c. to categorize the prisoners into three classes and confine them accordingly
   d. to make sure that inmates are treated properly and awarded all constitutional and human rights

5. What were the main problems which led to the Florida state legislature's study on the Florida correctional system?

   a. The jails were overflowing, and crime techniques were actually taught in prison.
   b. There was no chance for recreation, and offenders caused trouble.
   c. Offenders were not rehabilitated effectively, and there was no hope for early release.
   d. Crime techniques were actually taught to prisoners by other inmates, and offenders were not effectively rehabilitated.

6. What is the Correctional Improvement Plan?

   a. a Florida document recommending plans for improving the state correctional system
   b. a list of which treatment programs are appropriate for different types of prisoners
   c. a local plan used as a model by many cities for jail improvements
   d. a federal document recommending improvement of the state correctional system

7. Which was **not** a goal of the Correctional Improvement Plan?

   a. prevention of prison riots
   b. preventing prisons from being schools for crime
   c. helping inmates to prepare themselves for release
   d. better rehabilitation of prisoners

8. List **four** duties of the Department of Corrections in Florida.

   ____

   ____

   ____

   ____

9. List at least **three** kinds of federal correctional facilities.

   ____

   ____

   ____

Indicate the appropriate level of the correctional systems for 10-16 below. Write L for local, S for state, and F for federal level, by each number. (You may use more than one letter for an item.)

______ 10. Bureau of Prisons

______ 11. Department of Corrections

______ 12. a person sentenced to two months for accepting stolen goods

______ 13. a person convicted of murdering two people; one in New York and another in Chicago

______ 14. a person convicted of bank robbery in Miami and sentenced to five years in prison

______ 15. vocational training available

______ 16. counseling services are available at halfway houses

Match the following terms with their meanings by writing the letter of the meaning next to the number of the appropriate term.

Terms

______ 17. incorrigible

______ 18. innovative

______ 19. jurisdiction

______ 20. misdemeanor

______ 21. recidivism

______ 22. reintegrate

______ 23. rehabilitate

Meanings

a. range of authority
b. almost beyond hope of correction
c. less serious crime which may be punished by a fine or short sentence
d. new and experimental
e. to become part of
f. number of former prisoners returning to prison
g. to restore or return to good health

Give the completed test to your instructor.

Answers to Posttest (III: B)

1. b

2. a, b

3. c

4. b

5. d

6. a

7. a

8. Any four of the following are correct:

   - carrying out the Correctional Improvement Plan
   - commitment of prisoners
   - supervision and care of inmates
   - responsibility for prison facilities
   - treatment and rehabilitation of prisoners
   - training of workers in the department
   - providing probation and parole services

9. Three of the following should be listed:

   - maximum security prison
   - medium security prison
   - minimum security prison
   - halfway houses (community treatment centers)
   - community program offices
   - federal correctional institute

10. F

11. S

12. L

13. S

14. F, S

15. S, F, or L

16. S, F

17. b

18. d

19. a

20. c

21. f

22. e

23. g

Unit Organization

Rather than being self-contained, as the previous units have been, this unit is dependent upon the set of materials called Jail Operations,* published by the U. S. Government Printing Office. This set has been distributed to the teachers of criminal justice assistance programs in Florida as part of the criminal justice package, so your institution should have a set. Be sure it is available for students as they begin this unit.

The unit is organized into a "Chart of Objectives and Required Reading" which presents what the objectives of the unit are and which pages should be read to learn what is required. All reading is found either in Book 3: Jail Climate, of Jail Operations, or in the materials prepared as handouts (as for Objective 6). Students may be interested in browsing through other pages, of course, but the tests are based only on the required pages.

Procedures

As with other units, administer and score the pretest. Then have the students work through the whole unit. You might emphasize that the objectives should help them to focus their reading.

There are review questions for the students which allow them to self-check and review any material they are unsure about before the posttest.

When each student feels prepared, s(he) will take the posttest.

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* For additional sets, contact The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Chart of Objectives and Required Reading

Knowledge Objectives

After completing the required reading listed in the right-hand column, you should be able to do the objectives given on the left-hand side of the chart.

Objectives of the Unit	Required Reading*
1. Define the term "jail climate" and the elements which help to create it.	Book 3: Jail Climate, pp. 1, 5-6
2. List possible similarities between one's first day in jail, and the first day as a hospital patient.	pp. 2-4
3. Identify the critical times during confinement when a prisoner may have a lot of emotional strain.	pp. 7, 12-13, 23-25
4. Identify two actions the jail officer can take to help a prisoner during the critical times.	pp. 25-32
5. Describe the behavior and procedure an officer should observe when searching prisoners.	pp. 14-22
6. List and briefly explain three causes of frustration which might be felt by a prisoner.	Student Guide, this unit

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* Unless otherwise noted, all sources are from a series of books called Jail Operations by Alice Howard Blumer (Washington, D.C.: U.S. Government Printing Office, n.d.)

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the concept of jail climate, its importance, and the elements which help to create it.

3. If any students have had experiences as hospital patients, have them describe their feelings. Relate feelings of tenseness, discomfort, fear, embarrassment, and anxiety to the emotions which a new prisoner might feel.

4. Discuss the concept of critical times during confinement. Suggest typical situations and have students react to them. Describe actions which the jail officer can take to help prisoners during critical times.

5. Discuss behavior and procedures which an officer should observe when searching prisoners. Point out actions and procedures which are not acceptable.

6. Explain and discuss causes of frustration which might be felt by a prisoner. Suggest typical situations and have your students react to them.

Supporting Activities

Invite the jail officer of your local facility who works directly with prisoners to speak to your class about prison society as viewed by the prisoner and by the jail officer.

Pretest (III: C)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. Which of these statements best describes jail climate? (Circle the correct letter.)

    a. a measurable part of the jail, similar to temperature
    b. the total set of rules of a jail
    c. the tension caused by visitors
    d. the overall atmosphere determined by the jail officer's attitudes, behavior, and the treatment of inmates

2. List **four** similarities between the experience of a new hospital patient and a new jail inmate.

3. Which of the following is **not** usually considered a critical time for the prisoner? (Circle the correct letter.)

    a. following the visit of a family member
    b. following the prisoner's court appearance
    c. the search procedure
    d. when the prisoner is first admitted
    e. when the prisoner is requested to do some task

4. What is the best way to treat a prisoner during critical times? (Circle the correct letter.)

    a. It is best to leave the prisoner alone, and not try to talk too much.
    b. Since they know the prisoner, either the arresting officer or the lawyer should be called.
    c. If the prisoner seems upset, the officer should ask if there is a problem and then listen carefully to the problem, and if necessary, seek professional help.
    d. Consult with the administration concerning the unhappy prisoner.

5. Describe the behaviors and attitudes a jail officer **should observe,** and **should not observe,** while searching prisoners.

6. Frustration is caused by ______ goals. (Write the correct letter in the blank.)

   a. obstacles to
   b. setting
   c. reaching
   d. ignoring

7. Frustration caused by ______ occurs when the prisoner must choose between different patterns of behavior. (Write the correct letter in the blank.)

   a. the environment
   b. the trial
   c. conflict
   d. goals

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (III: C).

Answers to Pretest (III: C)

1. d

2. At least four of the following should be listed:

   - unfamiliar surroundings
   - new routines
   - they must do what others tell them
   - painful and/or embarrassing examinations
   - different clothing (uniforms)
   - dependence on others for daily care
   - feelings of tension, anxiety, fear

3. e

4. c

5. The jail officer should:

   - maintain a professional attitude
   - allow privacy, if possible
   - treat the prisoner with consideration.

   The jail officer should **not**:

   - make insulting, personal remarks
   - handle the prisoner roughly
   - apologize for doing the search
   - hesitate to do the search well.

6. a

7. c

Posttest (III: C)

1. Which elements are most important in establishing jail climate? (Circle the correct letter.)

   a. the jail officer's attitude, way of performing duties, and treatment of prisoners
   b. the officer's ability to memorize and follow rules and regulations
   c. the presence of a jail chaplain or priest and a chapel
   d. the physical comfort of the prisoners based on temperature, space, and recreational opportunities

2. List **four** similarities between the experience of a new hospital patient and a new jail inmate.

   ____

   ____

   ____

   ____

3. Which **two** of the following could be considered critical times for the prisoner? (Circle the correct letters.)

   a. when a prisoner is ordered to mop floors
   b. when being admitted
   c. during a strip search
   d. following an argument with a fellow prisoner

4. Choose the jail officer's best response to the following situation by circling the correct letter.

   While being visited by his wife, the prisoner, Jake, discovered that his wife might lose her job and was worried about money. Jake was upset after the visit, probably because he couldn't help her. The jail officer could try to help by:

   a. discussing the matter with sympathetic prisoners to get helpful ideas.
   b. calling the wife and requesting her to skip the next visiting day because she upset Jake.
   c. listening to Jake while he told about his problems, and then contacting the social worker who has worked with the family before.
   d. calling the wife's boss and angrily telling her not to fire Jake's wife.

For statements 5-10, indicate whether the jail officer's behavior would be proper or improper during a body search. Write S before those which should be done and SN before those which should not be done.

______ 5. Be considerate of the prisoner.

______ 6. Apologize to the prisoner for the inconvenience.

______ 7. Keep control by shoving the prisoner, if necessary.

______ 8. Make personal remarks which could be insulting.

______ 9. Do the search quickly if the prisoner looks embarrassed.

______ 10. Maintain a professional attitude.

11. When a prisoner feels that s(he) can't possibly reach any educational or training goals because s(he) has experienced only failure, frustration is caused by ______. (Write the correct letter in the blank.)

    a. the environment
    b. personal characteristics
    c. the past
    d. ability

12. When the prisoner wants to reach certain goals which lead to self-improvement but finds the unfamiliar surroundings, the strict rules and regulations, or unpleasant fellow prisoners too much of an obstacle, s(he) may feel frustrated due to ______. (Write the correct letter in the blank.)

    a. personal characteristics
    b. the past
    c. too little supervision
    d. the environment

Give the completed test to your instructor.

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Answers to Posttest (III: C)

1. a

2. At least four of the following should be listed:

   - unfamiliar surroundings
   - new routines
   - they must do what others tell them
   - painful and/or embarrassing examinations
   - different clothing (uniforms)
   - dependence on others for daily care
   - feelings of tension, anxiety, fear

3. b, c

4. c

5. S

6. SN

7. SN

8. SN

9. SN

10. S

11. b

12. d

Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. List the main differences and similarities between probation and parole.
2. Identify historical facts about probation and parole.
3. List at least three advantages of parole over completing a sentence in prison.
4. Identify the Florida Pardon Board and its characteristics.
5. State a disadvantage of probation which the judge must consider.
6. Identify when inmates become eligible for parole in Florida.
7. Identify the main duties of the probation and parole commission.
8. List the main duties of the probation and parole officer.
9. Define what is meant by a linker.
10. List community resources which a parolee or probationer may be required to use.
11. Define the following terms:
    - to post bail
    - to lease
    - to incarcerate
    - composite
    - affidavit
    - pardon

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the differences and similarities between probation and parole.
3. Discuss the historical development of probation and parole. A time-line chart depicting this development is included in the student materials for this unit.
4. Discuss the advantages of parole for a prisoner over completion of a sentence in prison.
5. Explain the early Florida Pardon Board which was created in 1885. Emphasize the problems which developed with its methods and functions.
6. Explain the overriding factors which a judge must balance when considering probation of a prisoner, i.e., upholding the law and protecting society while providing an opportunity for the prisoner to return to a productive and law-abiding life in society.
7. Explain the parole process in Florida.
8. Discuss the main duties of the probation and parole commission.
9. Discuss the duties of the probation and parole officer and explain his/her role as a linker.
10. Discuss the community resources which a parolee or probationer may be required to use and point out the resources available in your area.
11. Call attention to the vocabulary and terminology listed in Objective 11. Answer questions concerning any of the terms.

Supporting Activities

1. Invite a probation and parole officer to speak to your class about his/her job and experiences.

2. Have students interview persons working with offenders in community-based corrections and report to your class.

3. Have students bring stories from the newspapers related to probation, parole, crowded prisons, the role of imprisonment, and so on. The topic is especially rich in discussion possibilities. (Copies of some articles are included with these materials with suggestions for discussions.)

4. Discuss the chart, "Route to Freedom through Probation and Parole," which is included in the summary section of the Student Guide. This will be especially helpful for students who are not familiar with flow charts.

5. Discuss and analyze the following three paraphrased newspaper articles:

Newspaper Article Number 1

Excerpts from "Picture told a story that put him in jail":*

A man swinging his 8-year-old son in the sunshine was in the wrong place at the right time when his photograph appeared Tuesday on the front page of the Tallahassee Democrat.

It was a picture of irony that landed him behind bars the same day.

A probation and parole officer with the Department of Corrections saw the feature photo while he was taking a coffee break. He said aloud: "Well, what do you know? There's my client."

He hadn't seen his client since last spring.

"I saw the picture," said the officer, "and still didn't really recognize him until I saw the (caption).

"Then it immediately came to mind," he said, "that the judge had issued a warrant for his arrest in May of 1981."

The suspect, 27, was released from prison in 1977 after serving three years for a burglary. He was under parole supervision for two years.

"He had almost made it off parole," the officer said. "He had only two months to go when he stole a girl's stereo. She lived right down the street from him. He stole it and sold it on the black market.

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* Adapted from the Tallahassee Democrat.

The judge wanted to send him back to prison for the grand theft offense that was committed while he still was under parole supervision.

But the suspect, slightly handicapped and plagued with physical problems, had a friend in his parole officer.

"At that time I thought, 'Maybe I can help this guy,' " the officer said. "He seemed more pathetic than bad. So I went to bat for him and told the judge I thought I could work with him."

The offender was placed on five years' probation. He got a job as a laborer with a septic-tank company.

But it wasn't long before he refused to cooperate in fulfilling probation requirements.

"He wouldn't work and stopped showing up for his appointments," his parole officer said. "I later came to the conclusion that he was leading us on a merry-go-round . . . ."

He filed a complaint and the judge signed a warrant for his arrest. "(Tuesday) I called up the sheriff's department," the parole officer said, "and I said . . . you know we've got a warrant over there on this man?

"Since he's made the local news, I think it's time to pick him up."

The sheriff's department said there was no warrant on file. But the parole officer sent over a copy from his inactive warrants file.

Officials speculated that somewhere along the line the warrant was lost.

It wasn't long before officers picked the suspect up from his residence. He was taken to the county jail where he was charged with violation of probation on the original grand-theft probation, burglary of a dwelling, and petty theft.

"When I saw that picture, it triggered my mind," the officer said.

Discussion: Newspaper Article Number 1. Several issues are brought out in this article which may lead to an interesting class discussion, including:

- the relationship of the probation and parole officer and the probationer (client). Note the officer's comment, who thought he could "help this guy . . . ." He says he "went to bat for him and told the judge I thought I could work with him."
- the duties of the probation and parole officer. Although he really wanted to help his client, he realized he must report his client for failing to keep the probation requirements. This attitude is related to the goal of protecting society through supervision. The duties of filing a complaint (which led to the judge's warrant for arrest), making an appearance in court, and keeping regular appointments with his various clients are also implied.

- the hope of rehabilitation for the offender, as well as his probation requirements:
  - He was to work, and hopefully, readjust to society.
  - He was supposed to cooperate with the officer.
  - He was supposed to keep appointments with the officer.
- The events that happen when probation is violated.
  - Complaint is filed by the officer.
  - Offender is charged with violating probation.
  - Offender must appear in court again where the judge may incarcerate him or place him on extended probation.

Newspaper Article Number 2

Excerpts from "Sheriff will tell commission how to help jail conditions":*

One month ago the county jail was full—with 240 inmates—and the sheriff was worried.

On Wednesday, he said it was time for action.

Once again the jail, with 242 inmates, had surpassed the limit of 226 set by the state Department of Corrections.

"It's at a point where I can no longer sit back and wait for the state to do something," the sheriff said.

He is scheduled to meet with the county commissioners at 12:30 p.m. today at the county courthouse to discuss his proposals for solving the overcrowding situation, he said.

While he said he had no intention of cutting back on arrests, he has specific proposals that he says will punish criminals without overloading the jail.

"There are a lot of violent criminals being arrested," he said. "But about 49 non-violent inmates were released to the Alternative Work Program.

"Had we not had that, where would they have gone?"

His first proposal would help alleviate the problem by sending non-violent criminals to a circuit-wide work farm serving six counties.

"I think that inmates should be truly punished rather than locked up behind bars," he said. "A person who is working will have no idle time to sit there with nothing to do.

* Adapted from the Tallahassee Democrat.

"The work concept will be rehabilitative because they will be doing something constructive.

"Sometimes we're having to turn them away and that's not healthy," the sheriff said. "We need to get away from the permissive attitude that you can commit a crime and not be punished for it."

Other alternatives the sheriff and the Jail Oversight Committee have found to ease the overflow include scheduling additional days for sentencing of convicted offenders, the alternative community service program, transporting repeat offenders immediately to state prisons with the judge's approval and sometimes releasing inmates convicted of minor offenses.

His only other proposal would call for the expansion of the jail.

But county commissioners have already turned a deaf ear to that idea. One county commissioner said last month that spending any more money on the jail is low on his priority list—unless ordered by a federal court.

He said Wednesday he never intended to suggest that he would oppose expansion of the jail. But he reiterated that there are other priorities, such as better stormwater drainage and expansion of the county courthouse.

He said the county already is trying to help with the overcrowded situation by taking weekend prisoners and putting them to work for the county.

"I do not want to see us in the same situation as some other counties," the commissioner added. For instance, in other counties, they have literally stopped incarcerating all others except those convicted of felonies. The others are out on bail or their own recognizance because there is no place for them.

The county has argued that the state should pick up the tab for the jails because many of the inmates are waiting to be sentenced or transferred.

But the state says it's the county's responsibility.

The sheriff said he also feels the state has a responsibility to jails. He said he is optimistic that the county will get some help if legislators pass a proposed state tax increase. Thirty percent of the proposed increase has been earmarked for jails. Passage of the bill could mean $1.5 million for the county jail in addition to the present $1.3 million operating budget, the sheriff said.

Meanwhile, sporadic outbreaks of violence, mattress fires, and cases of inmates sleeping on the floors have been reported.

But the sheriff and the jail director denied that such incidents had occurred because of overcrowded conditions. However, because of the nature of the jail environment, such incidents do happen, they said.

"First of all, the state has required us to use mattresses that don't burn," the director said. ". . . . So I don't know anything about mattress fires.

"About the fights: You will have them in jails and prisons. Maybe a little face-slapping is happening and going unreported."

Discussion: Newspaper Article Number 2. Although this article does not deal specifically with probation and parole, the jails, too, are facing alternatives to imprisonment because of overcrowded conditions and an undesirable jail environment. Other facts which could be mentioned include:

- the jurisdictional issues which were mentioned in a previous unit. The limit on the jail population has been set by the Department of Corrections (a state agency).
    - The county government is responsible for finding solutions to overcrowding.
    - The county government would like some financial support from the state, which it may or may not receive.
- the punishment/treatment issues of corrections which were mentioned in a previous unit.
    - The sheriff states that the farm would be a punishment; he is against "the permissive attitude that you can commit a crime and not be punished for it."
    - He also states that the "work concept will be rehabilitative . . . ." Which of these do you think is the most accurate picture of a work farm?
- that the main issue, again, is that of alternatives to imprisonment. In addition to the work farm, several other alternatives are mentioned, including:
    - Alternative Work Program (release from jail for several hours to work)
    - release on bail or on recognizance (as in Broward County)
    - prisoners working weekends for the county.

Newspaper Article Number 3

Excerpts from "Overcrowded jail causing problems for county":*

With the county jail filled to roughly 10 percent over its capacity, the sheriff knows he has more than just a lil' ole county problem on his hands.

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* Adapted from the Florida Flambeau.

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He met with county commissioners at the county courthouse yesterday to discuss alternatives in a situation which, everyone concedes, has gone from bad to worse.

Last November, the jail housed 168 people. Today, 242 inmates—16 heads over the maximum of 226 set by the Department of Corrections—await county action in slightly cramped quarters. The numbers go up and down, but there's no getting around a few sobering facts.

According to a sheriff's office spokesperson, approximately 30 armed robbery suspects have been jailed over a two-month period. Crime in the county is up 70 percent from last year—and a statewide trend indicates more arrests by community law enforcement agencies than at any point in state history.

"Probably 80 percent (of the prisoners at the county jail) haven't yet been convicted," said the sheriff. "But I'm convinced everyone out there needs to be there."

All present agreed a crisis is at hand. Commissioners asked the sheriff about the kinds of questions pertaining to the "jail problem" that warrant closer scrutiny.

Among the major questions were:

- Is it constitutional to keep pretrial detainees at the jail?
- In the event of a lawsuit (against the county), what key factors concerning conditions at the jail would come to light?
- What, if anything, can be done about "transient" prisoners who stay for short periods of time at the county jail while en route to other detention facilities?
- Are there general problems with the Department of Corrections?

The sheriff said he had been in touch with judges from the second district circuit, which includes this county.

"I've concluded that this isn't just our problem," he said. "It's everybody's. The worst thing about overcrowding is crime effect."

According to the sheriff, potential criminals hear about the jail situation and think "I'll go ahead and commit a crime, because I probably won't get punished for it (as there won't be any place to put me if I'm caught)."

His favorite proposal, which also met with enthusiastic commission approval, involved setting up a circuit-wide prison farm. The farm would be a cooperative enterprise calling on all of its residents to "pitch in" on various work tasks—most of which would be land-oriented.

One commissioner said she "loved" the idea (of the farm) but a fellow commissioner said he might favor improving the current work release program (whereby certain prisoners are released into the community to perform various services). He said he liked the idea of having a farm, but pointed out that any such undertaking would lie some distance into the future.

"We need solutions now," he said. The sheriff's spokesperson said he favored the circuit-wide farm concept for several reasons.

First, he said, taxpayers would benefit from a joint effort, which would pool funds from different counties.

"If we keep expanding the jails," he said, "soon we'll have these thirty-story complexes that nobody will be able to live with."

Secondly, he said, the prisoners would benefit by having better outdoor and overall recreational space.

Expanding the jail had been the most frequently discussed option to this point, but county officials have consistently said that their budget precluded any such action—at least until other higher-priority matters are dealt with, such as stormwater drainage improvement and expansion of the county courthouse (which also ties in, ironically, with the overwhelming recent increases in court cases).

The sheriff wound up asking the commission for a written directive.

At the close of the jail discussion, one commissioner commented that, while nothing had been decided absolutely, he perceived a positive "shift in tone" on the commission's part.

"Most of our discussion thus far," he said, "has centered on how we're going to build a bigger, better jail. Now the emphasis is, let's start looking at alternatives."

Discussion: Newspaper Article Number 3. Although the subject of this clipping is the same as Number 2 (the possibility of a work farm), several other issues are raised, including:

- the increasing crime rate.
- the backlog of prisoners awaiting trial.
- the delay of punishment as encouragement to crime.
- these major questions raised by county commission:
    - Is it constitutional to keep pretrial suspects in jail?
    - Are any laws being broken because of the way the jail is presently being run? (Overcrowding, for example, has been called "cruel and unusual punishment.")
    - Can anything be done about prisoners who are on their way to another facility?
    - Are there any disputes or problems between local and state corrections jurisdictions?

- these benefits of the work farm idea:
  - pooling the funds of several counties to save tax dollars
  - giving prisoners more living space
  - providing a practical and useful experience for prisoners
  - supplying food for use in the corrections system.

Reference Materials

(See newspaper articles included in this unit.)

Audiovisual Materials

(List any audiovisual materials available to you.)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

In questions 1-4 and 6-10, circle the correct letter.

1. Probation and parole are alternatives to imprisonment. What is one major difference between them?

   a. During parole only, the offender is carefully supervised.
   b. During probation only, the offender is often required to participate in self-improvement programs, such as drug rehabilitation.
   c. The parolee has served a portion of the sentence in prison; the probationer has not been imprisoned.
   d. The probationer has no restraints or requirements, except to report to the probation and parole officer, but the parolee has many.

2. Which state was first to try and use successfully a system of probation?

   a. Florida
   b. Massachusetts
   c. Pennsylvania
   d. New York

3. What was a ticket of leave?

   a. a reward for good behavior which allowed earlier release from prison which was given to prisoners in England and Ireland
   b. a ticket issued to all prisoners when they were released from prison at the end of their sentences
   c. an extension added to a prisoner's sentence if he had attempted to escape
   d. a ticket issued for good behavior which allowed prisoners an opportunity to eat with their families once a week

4. The first U. S. institution to use parole was the:

   a. Walnut Street jail.
   b. Washington, D.C., Federal Prison.
   c. Elmira reformatory.
   d. Pennsylvania State Prison.

5. List **three** reasons why parole might be preferred over having the offender complete the sentence in prison.

6. In Florida in 1885, the first Pardon Board was created. Which of the following was **not** true?

   a. Pardons were always granted fairly and justly.
   b. The Pardon Board had too many cases to consider without having enough time to do so.
   c. The Pardon Board could be influenced by money, friendship, or emotional arguments in the prisoner's favor.
   d. The governor served as a member.

7. What is a disadvantage to probation which the judge must consider?

   a. It costs more than imprisonment.
   b. The offender may be dangerous to society.
   c. The offender may be able to work.
   d. The offender needs to learn how to live behind bars.

8. In Florida, when do inmates become eligible for parole?

   a. after serving one year
   b. after collecting several tickets of leave
   c. after serving six months
   d. the day they begin their sentences

9. What is **not** one of the duties of the Parole and Probation Commission?

   a. to decide on parole for an offender
   b. to decide on probation for an offender
   c. to decide on what requirements or restrictions the parolee must follow
   d. to read presentence reports and eligibility interviews

10. Which of the following is **not** part of the responsibility of a probation and parole officer?

    a. supervision of probationers
    b. presentence investigations
    c. linking offenders to appropriate programs in the community
    d. decision about the term (length) of sentence

Match the definitions, 11-17, with the terms, a-g, by writing the letter of the term by the number for the correct definition.

Definitions

______ 11. to give something as security, usually money, to guarantee a prisoner's appearance in court

______ 12. to rent (or hire) by contract

______ 13. to imprison, put in prison

______ 14. anything which has several parts

______ 15. a legally sworn statement, taken under oath

______ 16. emphasis on rehabilitating the offender in the community, instead of in prison

______ 17. release of prisoner granted by the governor

Terms

a. composite
b. pardon
c. to lease
d. to post bail
e. affidavit
f. to incarcerate
g. community-based corrections

18. In what way is a probation and parole officer considered a linker? (Circle the correct letter.)

    a. The officer links probationers and parolees into a network.
    b. The officer links the probationer to helpful family members.
    c. The officer links those being supervised to programs in the community which will help them.
    d. The officer links the world of crime to the world of crime-fighting by finding out information from the parolees.

19. List **three** programs which a parolee or probationer may be required to use.

    ____

    ____

    ____

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (III: D).

Answers to Pretest (III: D)

1. c
2. b
3. a
4. c
5. Any three of the following:
    - less expensive than imprisonment
    - guidance and counseling available
    - prisoner may be more content
    - prisons are overcrowded
    - adjustment to society is easier
    - society is protected because of supervision
    - more opportunity for reform
6. a
7. b
8. d
9. b
10. d
11. d
12. c
13. f
14. a
15. e
16. g
17. b
18. c
19. Three of the following should be listed:
    - vocational training
    - employment services
    - health services
    - drug treatment program
    - alcohol abuse treatment program
    - educational program

Posttest (III: D)

1. List **two** differences between probation and parole.

2. List **two** similarities between probation and parole.

3. State **one** disadvantage of probation.

4. In Florida, when do most inmates become eligible for parole? (Circle the correct letter.)
   - a. after serving one day
   - b. after serving six months
   - c. after collecting several tickets of leave
   - d. after serving one year

5. Which of the following is **not** one of the duties of the Parole and Probation Commission? (Circle the correct letter.)
   - a. to read presentence reports and eligibility interviews
   - b. to decide on probation for an offender
   - c. to decide on what requirements and restrictions the parolee must follow
   - d. to decide on parole for an offender

6. List **three** responsibilities of the probation and parole officer.

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7. Which state first tried and successfully used a system of probation?

8. What was a ticket of leave? (Circle the correct letter.)

   a. an extension added to a prisoner's sentence if he had attempted to escape
   b. a ticket issued for good behavior which allowed prisoners an opportunity to eat with their families once a week
   c. a ticket issued to all prisoners when they were released from prison at the end of their sentences
   d. a reward for good behavior which allowed earlier release from prison in England and Ireland

9. List **three** reasons why parole might be preferred over having an offender complete the sentence in prison.

10. In 1885, the first Pardon Board was created in Florida. Which of the following statements is **not** true? (Circle the correct letter.)

    a. The Pardon Board could be influenced by money, friendship, or emotional arguments in the prisoner's favor.
    b. The governor served as a member.
    c. Pardons were always granted fairly and justly.
    d. The Pardon Board had too many cases to consider.

11. List at least **three** programs in the community which the probationer or parolee may be required to use.

12. What is meant by a linker? (Circle the correct letter.)

    a. someone who carried supplies from one prison to another
    b. a member of the Parole Board who passes information from the Board to the public
    c. a person, often a parole and probation officer, skilled in matching offenders to the appropriate community programs
    d. a parolee who links the world of crime with the world of crime-fighting by reporting criminal behavior of others to the police

For each of the following sentences, choose the best word to fill in the blank. Write the letter of your answer choice on the blank.

13. The probation and parole officer has to complete the ______ of the offender before the Parole and Probation Commission meets.

    a. pardon b. bail c. composite

14. Dangerous offenders are usually ______ rather than receiving probation.

    a. leased b. incarcerated c. interviewed

15. Since the governor believed the prisoner was innocent, he ______ the prisoner.

    a. paroled b. posted bail for c. pardoned

16. The officer prepared ______ which gave details of the crime.

    a. an affidavit b. a rumor c. probation

Give the completed test to your instructor.

1. Probation is determined by a judge; parole is determined by the Parole and Probation Commission.

   With parole, part of the sentence has been served in prison; with probation, the offender has not been imprisoned.

2. With both probation and parole, supervision is required.

   Restrictions and requirements (known as the terms of the probation or parole) must be kept.

3. The offender may be dangerous to society.

4. a

5. b

6. Three of the following should be listed, but the first item **must** be included:

   - supervision of parolees and probationers
   - writing of reports, such as the presentence investigation reports and the preparole reports
   - appearance in court sessions and parole hearings
   - preparation of affidavits and warrants
   - investigations

7. Massachusetts

8. d

9. Three of the following should be listed:

   - less expensive than imprisonment
   - guidance and counseling available
   - prisoner may be more content
   - prisons very crowded
   - adjustment to society is easier
   - society is protected because of supervision
   - more opportunity for reform
   - adjustment to society will be easier
   - idea of being given a second chance may help to reform offender

10. c

11. Three of the following should be listed:

    - vocational training
    - program to treat drug abuse
    - educational programs
    - program to treat alcoholic abuse
    - employment services (job searches)
    - health services

12. c

13. c

14. b

15. c

16. a

Unit Organization

As in Unit C, this unit is not self-contained, and is dependent upon the set of materials called Jail Operations,* published by the U.S. Government Printing Office. This set has been distributed as part of the Criminal Justice Package, so your institution should have a set. Be sure it is available for students as they begin this unit.

The unit is organized by topics and objectives as shown on the "Chart of Objectives and Required Reading," with corresponding page references to Jail Operations or references to the material included in Unit E. The students should keep the objectives in mind while reading and studying all pages indicated. Some may wish to browse through extra pages, of course, but the tests cover only the listed pages.

Procedures

As with other units, administer and score the pretest. Then have the students work through the whole unit. You might emphasize that the objectives should help them to focus their reading.

There are review questions for the students which will provide an opportunity for self-checking and for reviewing material they are unsure about before the posttest.

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* For additional sets, contact The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Chart of Objectives and Required Reading

Knowledge Objectives

After completing the required reading listed in the right-hand column, you should be able to do the objectives given on the left-hand side of the chart.

Topic: Admissions Procedures	Required Reading*
Objectives for topic:	
1. Identify the types of officers who bring prisoners to jail for commitment.	Book 2: Jail Operations, pp. 3-4
2. Identify the items that each of these officers should check before accepting custody of the prisoner.	pp. 5-14, 19, 21-25
3. State what the jail officer is to do if the prisoner is young or sick.	pp. 35, 37, 40, 47-50, 91 Book 6: Special Prisoners, pp. 3-10
4. Identify satisfactory descriptions of articles taken from prisoners at the time of admittance.	Book 2: Jail Operations, pp. 51-56, 93

Topic: Control and Security	Required Reading
Objectives for topic:	
1. Define contraband and give examples.	p. 59
2. Distinguish between a strip search and a frisk search and state the reasons for each.	pp. 65, 115
3. List the appropriate steps for conducting a strip search.	pp. 93-95, 81-82
4. Identify other security measures which are used in jails.	pp. 138-143, 155-157, 165-166, 169

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* Alice Howard Blumer Jail Operations, (Washington, D.C.: U.S. Government Printing Office)

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Topic: Supervision	**Required Reading**
Objectives for topic:	
1. Identify the results of good prison supervision and the results of poor supervision.	Book 4: Supervision, p. 3
2. State at least three things a jail officer can do to insure that tasks will be done properly by prisoners.	pp. 6-10
3. Identify at least four kinds of behavior to avoid in order to maintain authority over prisoners.	pp. 27-32
4. Identify at least four items to consider about a prisoner when s(he) is being considered for trusty status.	pp. 107-112
5. Identify which tasks are appropriate for a trusty, and state when supervision of these tasks is necessary.	pp. 113-117 Book 2: Jail Operations, pp. 173-174
6. List at least four rules which should be observed when escorting a prisoner outside the jail.	pp. 189-194

Topic: Discipline	**Required Reading**
Objectives for topic:	
1. State the difference between discipline and punishment.	Book 5: Discipline, pp.1-2
2. Distinguish between examples of prisoner behavior which should be disciplined and those which should be punished.	pp. 2-5
3. Differentiate between formal and informal disciplinary measures indicating when each is appropriate.	pp. 4, 5-24
4. State two principles for handling violent inmates.	pp. 29-32

Topic: Treatment Programs	**Required Reading**
Objectives for topic:	
1. Identify the main types of treatment programs which are available in state prisons.	Student Guide, this unit, "Treatment Programs"
2. Identify the types of health treatment which are available to inmates of state prisons.	Student Guide, this unit, "Treatment Programs"

Topic: Release Procedures	**Required Reading**
Objectives for topic:	
1. Define the different kinds of legal release of prisoners.	Book 2: Jail Operations, pp. 97-99
2. List the steps an officer should take to confirm a telephoned release order.	p. 100
3. Identify proper procedures for prisoner release including prisoner identification, return of personal property, and release orders.	pp. 101, 103, 105, 107-109, 111

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss admission procedures for jail operations. Include types of officers and the credentials required of officers who bring prisoners to jail for commitment. Explain special procedures for young or sick prisoners and discuss the importance of recording a complete description of articles taken from prisoners at the time of admittance.

3. In discussing jail control and security, define contraband and have students suggest examples. Describe the steps followed in strip and frisk searches and discuss reasons for each step.

4. Emphasize the importance of good supervision in jail operations and describe the probable results of poor supervision, citing examples which have received attention by the news media. Include in your discussion how a jail officer should and should not behave. Discuss the philosophy of prisoner trusty status and the advantages, constraints, and cautions involved. Emphasize the rules to observe when escorting a prisoner outside of the jail or other correction facility.

5. Discuss the difference between discipline and punishment and give examples of prisoner behavior which should be disciplined or punished. Describe formal and informal disciplinary measures and explain when each is appropriate. Emphasize the importance of following the principles for handling violent inmates.

6. Discuss the various treatment programs available to prison inmates emphasizing those programs available in state prisons.

7. Describe the different kinds of legal release of prisoners and the proper procedures involved in each. Explain the steps to be followed to confirm a telephoned release order.

Supporting Activities

1. If a tour of a jail facility was not arranged or included in your supporting activities for Unit B, this experience would be valuable at this time. If the visit was made, review the observations made at that time concerning jail operations.
2. Invite a jail officer to speak to your class concerning the topics covered in this unit.

Golfos, Joseph. Control of Prisoners. San Jose, Calif.: Criminal Justice Education and Resource System.

"Prisoner Control and Transport," Motorola, 1974. (10 min., 16 mm color film)

Pretest (III: E)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

In questions 1-4, circle the correct letter.

1. Which of the following is required of all officers who bring in prisoners to the jail for commitment?

   a. business card
   b. legal papers signed by the governor
   c. commitment paper signed by the arresting officer
   d. official identification

2. Which **one** of the following officers does **not** bring prisoners to jail?

   a. local law enforcement officers
   b. admissions officer
   c. U. S. marshal
   d. parole officer

3. If a prisoner to be admitted is obviously ill, what would be the best action for the jail officer to take?

   a. Check the prisoner's pulse and temperature.
   b. Encourage the prisoner to sleep.
   c. Proceed with normal admittance procedures.
   d. Call a doctor.

4. Which of the following descriptions of prisoner property is **inadequate**?

   a. one wide-band gold ring with small diamond
   b. one Timex gold-colored watch with black band
   c. one ballpoint pen, with the label Sheaffer's, black with silver-colored top
   d. one wide-band silver-colored bracelet, with inscription: "To Bill from Jo, 1980"

5. Write a brief definition of contraband.

   ____

   ____

6. A ____________________ search is done to check for lice. (Fill in the blank.)

7. Which of the following does **not** need to be checked during a strip search? (Circle the correct letter.)

   a. linings of clothing
   b. false teeth
   c. ears and mouth
   d. bed sheets

8. Which of the following measures does **not** have to be done often to maintain jail security? (Circle the correct letter.)

   a. patrolling the jail with trained dogs
   b. inspecting jail cell bars
   c. counting prisoners
   d. controlling keys and key usage

9. Good supervision in a jail will result in employees who will do what is required, and an environment that is ______________________. (Fill in the blank.)

10. In order to be sure that a prisoner will complete a job assignment correctly, the supervisor may need to: (Choose **all** correct answers.)

    a. threaten the prisoner.
    b. show the prisoner how the task should be done.
    c. evaluate the performance of the prisoner.
    d. give a trusty the job of checking the prisoner.

11. Which of the following is appropriate behavior for a jail officer? (Circle the correct letter.)

    a. gossiping with prisoners to establish good relationships
    b. giving legal and marital advice to prisoners
    c. being a buddy to certain prisoners so they will help you later
    d. showing a prisoner how to do a task

12. When choosing a prisoner for trusty status, what item is **not** important? (Circle the correct letter.)

    a. The prisoner is popular.
    b. The prisoner works well with minimum supervision.
    c. The prisoner does not cause disciplinary problems.
    d. The prisoner understands and follows directions.

13. A trusty should be closely supervised when: (Circle the correct letter.)

    a. cleaning the security area.
    b. washing pans in the kitchen.
    c. typing cell assignments.
    d. typing the week's menus.

14. To avoid losing a prisoner when that prisoner is being transported outside the jail, list at least **four** rules to observe.

____

____

____

____

____

____

15. ______ is defined as a penalty for some offense. (Fill in the blank with the letter of your choice.)

a. punishment   b. discipline

16. In the following examples of prisoner behavior, indicate whether the prisoner should be punished or disciplined. Write **P** on the lines by the situations where punishment is indicated; write **D** where discipline is indicated.

______ a. The prisoner jumps a jail officer.
______ b. The prisoner bumps into another prisoner in the food line causing food to spill.
______ c. The prisoner moves around and causes confusion in a count of prisoners.
______ d. The prisoner talks back to the officer trying to make the officer angry.
______ e. The prisoner does not follow orders to clean the cell.

17. Choose either **informal** or **formal** discipline for the following statements. Indicate your choice by writing **I** for informal or **F** for formal on the line in each statement.

a. If a prisoner has caused confusion during a prisoner count, ____ discipline should be used.
b. ____ discipline involves talks with the prisoner.
c. ____ discipline is essentially a warning for the prisoner.
d. ____ discipline should be tried first with a prisoner.

18. State **two** principles for handling violent inmates.

____

____

19. **Within the state prison system, which of the following is not a treatment program offered to the prisoner? (Circle the correct letter.)**

    a. vocational training
    b. drug treatment programs
    c. GED certificate training
    d. community-based programs

20. Which type of health care should be available for prisoners? (Circle the correct letter.)

    a. analyses of health problems
    b. psychological counseling
    c. dental care
    d. emergency care
    e. all of the above

For 21-25, match the type of release on the right with the correct definition on the left. Write the letter of the release type by the number of the definition.

Definition

______ 21. Someone pays a stated sum as a promise that the accused person will appear for the trial.

______ 22. Another jurisdiction files a document with formal charges against a prisoner who has completed his/her sentence; prisoner is released to them.

______ 23. Prisoner plans to attend a funeral.

______ 24. Prisoner becomes seriously ill.

______ 25. Release is ordered by the court.

Type of Release

a. completion of sentence
b. release to a detainer
c. transfer to hospital
d. found not guilty
e. posting bail
f. temporary release
g. transfer to another jail

26. If telephone releases are allowed at a particular jail, list three steps that the jail officer should follow before releasing a prisoner when such a request is made.

    ____

    ____

    ____

    ____

    ____

    ____

27. Which of the following is **not** appropriate for checking the identity of the prisoner to be released? (Circle the correct letter.)

   a. questions asked which only the prisoner can answer
   b. plastic "I-dent bands" worn by prisoners
   c. photographs taken at admission
   d. fingerprints taken at admission

From the list of words given below, choose those answers which make this sentence true: (Write the letter of your answer choice on the numbered lines.)

When a prisoner is to be released, the release order should be carefully checked to be sure all (28)______ are fulfilled, and that it is (29)______ by a(n) (30)______ person.

a. documents
b. legal requirements
c. issued
d. authorized
e. identified
f. clever

31. If the prisoner claims some of his/her personal property is missing upon release, the proper procedure is to: (Circle the correct letter.)

   a. list and describe what is missing, put it on file, review later.
   b. list and describe what is missing, prisoner signs list in front of jail officer, list is then shown to administrator.
   c. give the prisoner appropriate amount of cash to cover the loss.
   d. question the prisoner again, recheck list, file a brief report.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (III-E).

Answers to Pretest (III: E)

1. d
2. b
3. d
4. a
5. articles which are not issued or authorized for use by prisoners, items which the prisoners are not supposed to have, or something similar
6. strip
7. d
8. a
9. orderly, controlled
10. b and c
11. d
12. a
13. c
14. Four of the following should be mentioned:
    - Search the prisoner thoroughly before leaving.
    - Do not assume that handcuffs are escape-proof.
    - Do not reveal details of the trip to prisoner.
    - Keep the prisoner within sight.
    - Stay alert until prisoner is turned over to the next authority or until returned to jail.
    - Keep your firearm concealed, if you carry one.
15. punishment
16. a. P
    b. D
    c. P
    d. D
    e. D

17. a. F
    b. I
    c. I
    d. I

18.
- Do not try to subdue a violent prisoner alone.
- Do not harm the prisoner.

19. d

20. e

21. e

22. b

23. f

24. c

25. d

26.
- Following the phone call, look up the telephone number of the releasing authority who gave the verbal release order.
- Call that number.
- Check to insure that the release order is the same as the first call indicated.

27. a

28. b

29. c

30. d

31. b

Posttest (III: E)

1. Which of the following is required of all officers who bring prisoners to the jail for commitment? (Circle the correct letter.)

   a. business card
   b. official identification
   c. legal papers signed by the governor
   d. commitment paper signed by the arresting officer

2. Which of the following officers does **not** bring prisoners to jail? (Circle the correct letter.)

   a. local law enforcement officers
   b. parole officer
   c. admissions officer
   d. U. S. marshal

3. If a prisoner to be admitted is young and inexperienced, what is the best action for the jail officer to take? (Circle the correct letter.)

   a. Assign prisoner to a cell near officer to help adjustment.
   b. Assign prisoner to one of the bigger cells for company.
   c. Assign prisoner to a cell with an older prisoner to learn the ropes.
   d. Assign prisoner to a cell away from older, experienced prisoners.

4. Which of the following is the best description of a prisoner's ring? (Circle the correct letter.)

   a. one thin golden-colored band; no stones
   b. one wide-band golden-colored ring with two red stones
   c. one wide silver-colored ring with the inscription, "To Lonny forever, 1981"
   d. one wide-band gold ring with two sapphires; inscription: "To MJL from KOJ, 1980"

5. What is the definition of contraband? Give **two** examples.

   ____

   ____

   ____

   ____

6. A ____________________ search is done while clothes are on the prisoner. (Fill in the blank.)

7. Which of the following does not need to be checked during a strip search? (Circle the correct letter.)

   a. jail cell bars
   b. cast
   c. linings of clothing
   d. feet

8. What action is not a **necessary** part of jail security? (Circle the correct letter.)

   a. frisk search
   b. examining mattresses
   c. probing faucets and drains
   d. assigning trusties to count prisoners

9. Poor supervision in a jail may result in all the following **except**: (Circle the correct letter.)

   a. disciplinary problems.
   b. escapes.
   c. poor prisoner morale.
   d. prisoner cooperation.

10. State at least **three** things a jail officer can do to be sure a prisoner completes assigned tasks correctly.

    ____

    ____

    ____

11. To keep respect, the jail officer should probably **not**: (Choose **all** correct answers.)

    a. show a prisoner how to do an assigned task.
    b. let a trusty mop floors.
    c. give advice to prisoners.
    d. gossip with prisoners.

12. When choosing a prisoner for trusty status, which item is **least** important? (Circle the correct letter.)

    a. The prisoner understands and follows directions.
    b. The prisoner does not cause disciplinary problems.
    c. The prisoner is well-liked by fellow inmates.
    d. The prisoner works well with little supervision.

13. Which of the following is **not** an appropriate task for a trusty? (Circle the correct letter.)

    a. typing names of prisoners
    b. bringing keys from the security area to the jail officer
    c. mopping floors within the security area
    d. serving food to cells

14. To be sure a prisoner does not escape when that prisoner is being transported outside the jail, list at least **four** rules which should be observed.

15. The purpose of discipline is not to punish the prisoner, but to ______________________ the prisoner.
(Fill in the blank.)

16. In the following examples of prisoner behavior, indicate whether the prisoner should be punished or disciplined. Write P on the lines by the situations where punishment is indicated; write D where discipline is indicated.

______ a. The prisoner refuses to bathe.
______ b. The prisoner acts sulky and does not follow orders.
______ c. The prisoner moves around during the prisoner count causing confusion.
______ d. The prisoner receives some dope from a visiting friend.
______ e. The prisoner makes remarks about the jail officer to friends causing them to laugh.

17. Choose either **informal** or **formal** discipline for the following statements. Indicate your choice by writing I for informal or F for formal on the line in each statement.

a. For the second time, a certain prisoner has refused to do a job that was assigned. It is appropriate to use ______ discipline.
b. ______ discipline involves conversation with the prisoner.
c. ______ discipline should be tried first with a prisoner.
d. ______ discipline involves writing a report for the administration.

18. State **two** principles for handling violent inmates.

19. Within the state prison system, which of the following is **not** a treatment program offered to the prisoner? (Circle the correct letter.)

  a. opportunity to earn the high school equivalency certificate (GED)
  b. drug treatment programs
  c. vocational training
  d. employment services

20. Which of the following kinds of health care are available for prisoners? (Choose **all** correct answers.)

  a. emergency care
  b. psychiatric counseling
  c. dental care
  d. self-diagnosis of health problems

For 21-25 match the type of release on the right with the correct definition on the left. Write the letter of the release type by the number of the definition.

Definition

______ 21. Another jurisdiction has filed a document with formal charges against a prisoner who has completed his/her sentence.

______ 22. Prisoner attends a funeral in the family.

______ 23. Prisoner is released by the court.

______ 24. Someone pays a standard sum of money as an assurance that the accused person will appear for the trial.

______ 25. Prisoner becomes seriously ill.

Type of Release

a. completion of sentence
b. release to a detainer
c. transfer to hospital
d. found not guilty
e. posting bail
f. temporary release
g. transfer to another jail

g. transfer to another jail

26. If telephone releases are allowed at a particular jail, list **three** steps the jail officer should follow before releasing a prisoner when such a telephoned request is made.

27. When a prisoner is released to another officer, what **two** items of the officer's should be checked before the prisoner is released?

____

____

From the list of words below, choose those answers which make this sentence true: (Write the letter of your answer choice on the numbered lines.)

When a prisoner is to be released, the release order should be carefully checked to be sure all (28)__________ are fulfilled, and that it is (29)__________ by a(n) (30)__________ person.

a. clever
b. documents
c. issued
d. authorized
e. legal requirements
f. identified

31. If the prisoner claims some of his/her personal property is missing at the time of his/her release, the proper procedure is to: (Circle the correct letter.)

a. question the prisoner again, recheck the list, file a brief report.
b. give an appropriate amount of cash to cover the loss.
c. list and describe what is missing, put the list on file, and review it later.
d. list and describe what is missing, have the prisoner sign the list in front of the jail officer, and then show the list to administrator.

Give the completed test to your instructor.

Answers to Posttest (III: E)

1. b
2. c
3. d
4. d
5. articles which are not issued or authorized for use by prisoners, or a similar statement. Examples include drugs, weapons, sharp instruments. Money, watches, and other items **may** be considered contraband in certain jails.
6. frisk
7. a
8. d
9. d
10.
    - Give clear orders.
    - Make sure the prisoner understands orders.
    - Teach the prisoner how to do the job, if necessary.
    - Make frequent checks on the prisoner's work.
    - Evaluate the prisoner's performance.
11. c and d
12. c
13. b
14. At least four of the following should be listed (slightly different wording can be considered as correct):

    - Search the prisoner before beginning a trip.
    - Do not depend upon handcuffs alone.
    - Do not reveal details of the trip to prisoner.
    - Keep the prisoner within sight.
    - If you are carrying a firearm, keep it concealed.
    - Stay alert until prisoner is turned over to the next authority or until returned to jail.
15. teach, correct, educate, or rehabilitate
16.
    - a, b, and e could probably be handled with disciplinary measures (D)
    - c and d are serious, and usually require some kind of punishment (P)

17. a. F
    b. I
    c. I
    d. F

18.
- Do not try to subdue a violent prisoner alone.
- Do not harm the prisoner.

19. d

20. a, b, c

21. b

22. f

23. d

24. e

25. c

26.
- Following the phone call, look up the telephone number of the releasing authority who gave the verbal release order.
- Call that number.
- Check to insure that the release order is the same as the first call indicated.

27.
- official identification card
- badge

28. e

29. c

30. d

31. d

Block III: Corrections
Unit F: Juvenile Corrections
Section 1: Juvenile Corrections Background

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the main characteristics of juvenile corrections and explain how they differ from those of adult corrections.
2. Identify the historical relationship between the juvenile court system and juvenile corrections.
3. Identify differences between formal and informal corrections.
4. Explain or define these concepts related to juvenile corrections:
    - restitution
    - community-based corrections
    - halfway houses
    - wilderness camps
    - residential institutions

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the main characteristics of juvenile corrections and contrast them with the characteristics of adult corrections. The chart in the summary of this section will aid in this discussion.
3. Review the historical information on juvenile corrections presented in previous units and blocks. Trace the development of practices for handling juvenile offenders up to the present.
4. Explain formal and informal corrections and give examples of each.
5. Call attention to the vocabulary and terminology listed in Objective 4. Answer questions concerning any of the terms.

Supporting Activities

1. Write the following statement on the blackboard or overhead transparency:

   All juveniles found guilty of a crime should be locked up in an institution to teach them a lesson.

   - Ask students to write a one-page paper (a) stating whether they agree or disagree with the statement and (b) giving reasons for their opinion.
   - Follow up their written opinion with a class discussion.

2. Read the following case summary to the class and ask the students to play the role of juvenile court judge. To what kind of corrections program would they assign this juvenile?

   Mark, age 15, was found guilty of stealing a car for the purpose of joyriding. When committed by an adult, joyriding is a misdemeanor. At his hearing, Mark stated that he had intended to bring his neighbor's car back and had only "borrowed it" for a while. (The neighbor had reported the car stolen.)

   This is his first case in court. However, the local police have picked him up a few times for vandalism and possession of marijuana. Until now, he had always been released to his parents.

   He has a C average in class and has caused minor problems in school. Since his appearance in court, Mark's parents have tried to discipline him. In fact, his father may be on the abusive side in his disciplining. Mark has been uncooperative and angry toward his parents and his counselor.

Suggested Corrections

One solution might be the middle route of a halfway house or camp to change Mark's environment, since that seems to be part of the problem. This kind of program would impose more control and restriction on him.

On the other hand, one could argue that he would benefit from supervision, work opportunity, and drug counseling. Perhaps the family would agree to voluntary counseling as well. A community-based approach might be better so Mark could fulfill these obligations while living at home.

Martz, Carl and Novelli, Rebecca, eds. Criminal Justice. New York: Scholastic Book Services, 1978.

Audiovisual Materials

"Police Juvenile Officers and Certification Issues," National Council of Juvenile and Family Court Judges, 1979, (Audio-cassette) Box 8978, University of Nevada, Reno, NV 89507.

Pretest (III: F-1)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

Briefly explain how juvenile corrections differ from adult corrections for items 1-4.

1. The goal that is emphasized:

2. The kind of governmental agency which is most likely to handle the corrections:

3. The correctional agency's attitude toward the individual:

4. Role of the court:

5. Which of the following statements is true concerning juvenile corrections in the past? (Circle the correct letter.)

   a. The judge had little to do with corrections.
   b. Corrections and court processes were not clearly separated.
   c. Parens patriae only had a small influence.
   d. Family and the judge worked closely to treat or correct the juvenile offender.

6. Which of the following statements is true concerning **informal** corrections? (Circle the correct letter.)

   a. Assignment to a corrections program is always made by the judge.
   b. Records are kept carefully, so it is easy to find out how many participate.
   c. Schools are never involved.
   d. Corrections may take place before the offender appears in court.

7. Which of the following is true concerning **formal** corrections? (Circle the correct letter.)

   a. Police officers often make these corrections decisions.
   b. The program is decided following court procedures.
   c. It includes actions taken by teachers, parents, and church leaders.
   d. All accused juveniles take part in it.

For questions 8-12, give a brief explanation of each item in relation to juvenile corrections:

8. restitution

____

____

9. community-based corrections

____

____

10. halfway house

____

____

11. wilderness camp

____

____

12. residential institution

____

____

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (III: F-1).

Answers to Pretest (III: F-1)

Answers should be similar to the following:

1. Programs that emphasize rehabilitation are used as much as possible in juvenile corrections; a recent trend is toward stricter disposition for adult offenders.

2. Agencies such as social services, health and rehabilitation, and welfare handle juvenile corrections; a department such as corrections handles adult corrections.

3. Attitudes of protection, rehabilitation, and giving the juvenile another chance are reflected in juvenile corrections; stricter attitudes, such as giving the adult offender "what s(he) deserves," are common in adult corrections.

4. The juvenile offender may be assigned a corrections program without court procedures; the adult offender is assigned a corrections program following a trial.

5. b

6. d

7. b

To receive four points, the student should have something similar to the following for **four** of the terms:

8. **restitution:** paying back someone for loss or damage; may include volunteer service work to pay back the community.

9. **community-based corrections:** most preferred form of juvenile correction, where the juvenile lives at home and takes part in work projects, treatment programs, education, and so on.

10. **halfway houses:** small houses where the juvenile spends at least part of the day in intensive treatment, counseling, therapy. Most are short-term residential facilities.

11. **wilderness camp:** outdoor environment, away from home, where the offender has a chance to learn self-discipline, cooperation, and survival skills.

12. **residential facility:** long-term, full-time residence; usually for a juvenile who has a serious discipline problem. Ideally, therapy, vocational training, and recreation are provided during the day.

Posttest (III: F-1)

In questions 1-6, circle the correct letter.

1. Which of the following statements is truer for **juvenile** corrections than for adult corrections?

   a. Corrections programs are handled by a department called corrections.
   b. Rehabilitation is the main goal.
   c. Justice toward the offender is more important than protecting his/her reputation.
   d. Restitution for the victim is the main goal.

2. Which of the following statements is truer for **juvenile** corrections than for adult corrections?

   a. There is a trend toward stricter sentencing.
   b. Community-based corrections usually cannot begin until the offender has appeared in court.
   c. The suspect's name may appear in the newspaper.
   d. A governmental department or agency which focuses on social services is often responsible for corrections.

3. Which of the following statements is truer for **juvenile** corrections than for adult corrections?

   a. The attitude that society should be protected leads to stricter disposition.
   b. The offender's initials rather than name are used when his/her case is appealed.
   c. A governmental department such as social services or social welfare is responsible for corrections services.
   d. The offender is often assigned to a treatment program without going to court.

4. Which of the following statements could be said about juvenile corrections in the past?

   a. The judge had little to do with corrections.
   b. Parens patriae had only a small influence.
   c. Both family and judge worked closely to treat or correct the juvenile offender.
   d. Corrections and court processes were not clearly separated.

5. Which of the following statements is true of **informal** corrections?

   a. The judge makes the assignment, and the parents are closely involved.
   b. Police officers carry on plea bargaining, and records must be carefully kept.
   c. The accused juvenile does not appear in court, and counselors may assign him/her to a corrections program.
   d. Records must be carefully kept, and the juvenile may participate in weekend work programs.

6. The influence of parens patriae, using community programs and avoiding the court process, is characteristic of:

   a. formal corrections.
   b. informal corrections.
   c. adult corrections.
   d. restitution in corrections.

Match each definition on the left with a concept on the right by writing the letter of the concept by the number of the definition.

Definition

_____ 7. The offender has to pay back the victim for loss or damage.

_____ 8. This is an example of a program where the offender is away from home and in a much different environment.

_____ 9. While living at home, the juvenile must meet certain requirements, such as work, school, and counseling.

_____ 10. This is the most serious type of correction for juveniles who need full-time care and treatment.

Concept

a. halfway house
b. community-based corrections
c. residential institution
d. restitution
e. wilderness camp
f. disposition

Give the completed test to your instructor.

Answers to Posttest (III: F-1)

1. b
2. d
3. a
4. d
5. c
6. b
7. d
8. e
9. b
10. c

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. State what JASP is and identify some of its characteristics.
2. Identify the difference between nonjudicial and judicial handlings of juvenile cases.
3. Identify the differences among the categories of formal corrections.
4. Distinguish among certain Health and Rehabilitative Services (HRS) corrections programs by their descriptions, characteristics, and purposes.
5. Identify what the data indicate about recent trends in juvenile corrections.
6. Identify three agencies having control over juvenile offenders and tell which legislative chapters apply to each.
7. Use and define the following vocabulary words found in this section:
    - arbitrate/arbitrator
    - criterion/criteria
    - to diversify/diversified
    - furlough
    - to innovate/innovative
    - petty larceny
    - to restrict/restrictive
    - sanction
    - vandalism

1. Explain the JASP Program.
2. Discuss the differences between nonjudicial handlings and judicial handlings of cases, and the kinds of corrections involved in each.
3. Discuss the broad categories of formal corrections and how they differ.
4. Discuss some of the HRS programs, especially their purposes and characteristics.
5. Discuss the charts (Figures-1 and -2) and be sure the students understand how to interpret them. Discuss the data shown concerning trends in juvenile corrections.
6. Discuss Chapter 959 and its influence on HRS programs in juvenile corrections: how programs are **innovative** and **diversified.**
7. Call attention to the vocabulary and terminology listed in Objective 7. Answer questions concerning any of the terms.

Supporting Activities

1. Ask the class how they would go about deciding whether or not a particular corrections program is successful (how they might **evaluate** a program).

   Suggestions:

   - interviewing the juvenile offenders assigned to it
   - interviewing counselors and other people working with the juveniles
   - following up on those who completed the program
   - studying how much it costs

2. Invite a juvenile court judge or an HRS counselor to address the class on juvenile corrections.

   Discussion topics:

   - how s(he) chooses or recommends a program for a particular juvenile
   - what programs seem to be particularly successful
   - what trends s(he) has noticed in the juvenile corrections system
   - what trends s(he) has noticed in attitudes toward juvenile crime and corrections
   - what improvements s(he) would suggest

Department of Health and Rehabilitative Services. Community-Based Treatment Centers, HRS Manual 175-2. Tallahassee, Fla.: State of Florida, 1978.

Department of Health and Rehabilitative Services. Community Control and Furlough, HRS Manual 175-3. Tallahassee, Fla.: State of Florida, 1981.

Department of Health and Rehabilitative Services. Florida State Training Schools, HRS Manual 175-4. Tallahassee, Fla.: State of Florida, 1982.

Florida Center for Children and Youth. The F.C.C.Y. Newsline. Tallahassee, Fla., n.d.

Hellmich, Nanci. "Juvenile Alternative Services Program: Volunteers help put kids back on right road." Cocoa Beach Today, Nov. 6, 1982, pp. 1D, 5D.

Kirsch, Susan J. Children, Youth, and Families: Statistical Package FY 81/82. Tallahassee, Fla.: Department of Health and Rehabilitative Services, 1983.

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (III: F-2)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. What do the initials JASP stand for in juvenile corrections?

   ____

In questions 2-15, circle the correct letter.

2. What kind of offender would most likely be involved in JASP?

   a. someone 17 or 18 years old, who has been in trouble before
   b. someone committed to the department
   c. an arbitrator
   d. a young offender caught destroying property

3. What is the main purpose of JASP?

   a. to correct the offender by going to court
   b. to teach the offender a lesson
   c. to make restitution to the victim
   d. to correct the offender without going to court

4. Community control, commitment to HRS, and adult sanctions are categories of:

   a. nonjudicial handlings.
   b. voluntary correction.
   c. formal corrections.
   d. sanction and rehabilitation.

5. Which of the following is a short-term residential program?

   a. TRY center
   b. training school
   c. JASP
   d. halfway house

6. Which of the following includes time camping in the wilderness?

   a. training school
   b. Project S.T.E.P.
   c. JASP
   d. S.T.A.R.T. center

7. In which of the following is the offender least likely to plan his/her daily activities?

   a. JASP
   b. TRY center
   c. training school
   d. halfway house

8. A juvenile may be classified as a "youthful offender" when placed in the:

   a. HRS.
   b. Department of Corrections.
   c. Associated Marine Institute.
   d. training school.

9. When a juvenile has committed an offense but the judge withholds adjudication, the juvenile may be placed:

   a. on community control.
   b. in the Department of Corrections.
   c. in the training school.
   d. on furlough.

10. The judge may assign a juvenile to a corrections program much like probation, called:

    a. commitment to the department (HRS).
    b. commitment to corrections.
    c. community control.
    d. nonjudicial handlings.

11. After a juvenile is found to have committed a delinquent act, the judge most often:

    a. commits the child to the department (HRS).
    b. turns the child over to the Department of Corrections.
    c. goes through nonjudicial proceedings.
    d. releases the child to his/her parents.

12. Which of the following is true concerning recent trends in Florida juvenile corrections?

    a. Juvenile crime is increasing steadily in the state.
    b. There are more juveniles in restrictive rather than nonrestrictive corrections programs.
    c. The trend since 1969 has been toward more strictness in juvenile corrections—more training schools, longer sentences, and so on.
    d. The most common type of juvenile corrections is nonjudicial community-based programs.

13. Which of the following agencies is responsible for planning a statewide program for control of juvenile delinquency in Florida?

   a. State Circuit Court, Juvenile Division
   b. Department of Corrections
   c. Department of Health and Rehabilitative Services
   d. Department of State

14. Which of the following is the short title for Chapter 958 of the Florida Statutes?

   a. Florida Youthful Offender Act
   b. Florida Juvenile Justice Act
   c. Florida Corrections and Treatment Act
   d. Florida Social Services Act

15. In addition to the HRS and the Department of Corrections, which state agency has responsibility for juvenile offenders?

   a. Department of State
   b. State Circuit Court, Juvenile Division
   c. Department of Social Welfare
   d. Department of Administration, Juvenile Division

For numbers 16–20, give a brief definition for each item:

16. arbitrator ____

____

17. diversified ____

____

18. vandalism ____

____

19. to restrict ____

____

20. criterion ____

____

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (III: F-2).

Answers to Pretest (III: F-2)

1. Juvenile Alternative Services Program
2. d
3. d
4. c
5. d
6. b
7. c
8. b
9. a
10. c
11. a
12. d
13. c
14. a
15. b

Definitions for 16-20 should be somewhat similar to the following:

16. a third party who hears different sides in a conflict, and decides how the conflict should be settled
17. varied; having several different parts or options
18. damage or destruction of property
19. to keep within certain limits
20. a standard to measure by or compare to

Posttest (III: F-2)

In questions 1-15, circle the correct letter.

1. What is the main purpose of JASP?

   a. make restitution to the victim
   b. correct the offender without going to court
   c. correct the offender by going to court
   d. teach the offender a lesson

2. Often an important requirement of JASP is that:

   a. the offender appear without delay before the judge.
   b. the offender be committed to the department.
   c. a curfew is imposed on the offender.
   d. the offender pay restitution.

3. What kind of offender would most likely be involved in JASP?

   a. a girl running away from home
   b. a 16-year-old who has been in a training school
   c. a young offender caught shoplifting
   d. a 24-year-old committed to the department

4. When cases are handled through the court process, their corrections fall into the following categories:

   a. community control, commitment to HRS, and adult sanctions
   b. formal and informal corrections
   c. voluntary counseling sessions and community control
   d. community-based corrections and full-time residential

5. Which of the following is a short-term residential treatment center where youths learn to share duties and solve everyday problems together?

   a. halfway house
   b. community control center
   c. TRY center
   d. training school

6. Which of the following separates the juvenile offender from the community?

   a. JASP
   b. training school
   c. halfway house
   d. TRY center

7. Which of the following could be described as a small group living together in the wilderness, learning survival skills, self-discipline, independence, and cooperation with others?

   a. Associated Marine Institute
   b. Project S.T.E.P.
   c. START center
   d. JASP

8. Which of the items listed below allows control of the committed juvenile to continue beyond age 19?

   a. Department of Corrections
   b. Department of HRS
   c. training school
   d. TRY center

9. When a juvenile is found to have committed a delinquent act, the judge receives recommendations for:

   a. programs in the Department of Corrections.
   b. programs in community control.
   c. programs in HRS.
   d. programs in nonjudicial handlings.

10. The judge may assign a juvenile to a corrections program much like probation, called:

    a. commitment to the department.
    b. community control.
    c. commitment to corrections.
    d. nonjudicial handlings.

11. A juvenile may be classified as a youthful offender when placed in the:

    a. Department of Corrections.
    b. training school.
    c. Associated Marine Institute.
    d. HRS.

12. Which of the following is true concerning recent trends in juvenile corrections in Florida?

    a. The most common type of juvenile correction is commitment to HRS.
    b. Community control is the type of formal corrections used least often.
    c. More juveniles are under adult sanctions than are committed to HRS.
    d. The trend in juvenile corrections has been toward community-based programs and away from restrictive programs.

13. Which chapter of the Florida Statutes establishes the Department of Corrections as responsible for youths convicted as adults?

- a. Chapter 39
- b. Chapter 958
- c. Chapter 959
- d. Chapter 598

14. Which chapter of the Florida Statutes establishes HRS as the primary department responsible for juvenile corrections?

- a. Chapter 39
- b. Chapter 958
- c. Chapter 959
- d. Chapter 598

15. Which agency listed below interacts with the HRS and the Department of Corrections in determining how a case will be handled in corrections?

- a. State Circuit Court, Juvenile Division
- b. Department of Social Welfare
- c. State Supreme Court, Juvenile Division
- d. Department of State

Complete each of the following sentences correctly by choosing the best word from the list below (a-k). Write the letter of the word you choose in the blank for each sentence.

- a. arbitrators
- b. counselors
- c. criteria
- d. disorderly conduct
- e. diversified
- f. furlough
- g. innovative
- h. petty larceny
- i. restriction
- j. sanction(s)
- k. vandalism
- l. probation

16. If an offender being released from a training school needs continuing supervision, s(he) will be placed on ______.

17. ______ is the destruction of property.

18. A juvenile court judge will consider several ______ when determining whether a juvenile offender should be committed to the department.

19. Voluntary ______ often decide how young juveniles should pay for their offenses based on testimony from those involved.

20. A ______ set of corrections programs makes it easier to find the right one for each individual offender.

Give the completed test to your instructor.

Answers to Posttest (III: F-2)

1. b
2. d
3. c
4. a
5. a
6. b
7. b
8. a
9. c
10. b
11. a
12. d
13. b
14. c
15. a
16. f
17. k
18. c
19. a
20. e

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Instructor Guide Block IV

COMMUNITY RELATIONS

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Block IV: Corrections
Unit A: Human Relations

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Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Identify the characteristics of conflict.
2. Describe equal protection as set forth in the Constitution.
3. Identify the source of the principles that form the foundation for law enforcement.
4. List four causes of poor human relations in law enforcement.
5. Identify how emotions affect behavior.
6. List the characteristics of emotionally stable behavior.
7. Identify important characteristics of attitudes.
8. Identify the effects of threats and challenges on law enforcement officers.
9. List the three abilities needed for proper handling of contacts with citizens.
10. Identify seven remedies for poor human relations in law enforcement.

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1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the characteristics of conflict:

   - can be inter/intra personal or group
   - assumes some type of opposition between at least two individuals (places "target" in a position to suffer from and respond to attack)
   - evolves from both feelings of opposition and actions resulting from such feelings
   - may be a struggle **for** or **against**

3. Discuss the principles which form the foundation of law enforcement:

   - The Constitution guarantees certain rights and freedoms.
   - All individuals must receive equal protection.
   - Law enforcement personnel must understand the origin, scope, and limits of their authority.

4. Provide students with copies of the Constitution and bills which provide law enforcement authority.

   - Describe equal protection as set forth in the Constitution.
   - Define justifiable and reasonable force.
   - Discuss limitations and restrictions on authority.
   - Discuss authority for arrests.

5. Discuss the four causes of poor human relations in law enforcement presented in the materials. Emphasize that there are other causes of problems, however the four major ones are:

   - lack of emotional stability
   - poor or unacceptable attitudes
   - effects of threats and challenges
   - poorly handled contacts with clients.

6. Discuss how emotions affect behavior. Emphasize these points:

   - Psychologically how we "feel"—happy, sad, etc. May be classified as pleasurable or painful. The intensity and duration of these feelings vary.
   - Physiologically, changes in breathing, blood pressure, pulse rate, glandular secretions, digestive system, and composition of blood may cause system imbalances. These changes motivate individuals to take "action" as the system tries to restore balance.
   - Emotions give direction to our behavior, i.e., how we react to our surroundings.
   - Emotions affect behavior by progressing through four steps: awareness, arousal, organic reactions, adjustive behavior.

7. Explain that emotionally stable behavior is:

   - appropriately expressive
   - reasonably predictable
   - customarily consistent
   - variable within normal limits to fit the occasion
   - under control (no unusual volatile, sudden, or erratic reactions).

8. Discuss problems caused by poor attitudes. Attitudes are:

   - an organized and relatively unchanging combination of feelings and knowledge about someone or something, which influences behavior
   - habits of mind or preexisting dispositions that cause certain reactions
   - learned and developed as a result of experiences
   - generally not neutral and cause one to act in a biased manner
   - affected by cultural and ethnic differences.

9. Discuss the effects of threats and challenges in law enforcement. Threats and challenges:

   - may be received and sent
   - create stress which affects a person's motives and goals
   - cause individual reactions
   - differ, that is, a threat is a state of mind in which injury to one's psychological or physical self is anticipated
   - differ, that is, a challenge is a dare which, if not successfully met or avoided, becomes a threat
   - are an attempt to gain superiority or control
   - may be real, clearly expressed, implied, imagined, or a bluff
   - must be perceived as such to be effective
   - are perceived in the role of an officer by some citizens.

10. List abilities needed for handling contacts with citizens:

    - ability to observe accurately
    - ability to interpret realistically
    - flexibility in choosing action to be taken

11. Discuss seven remedies for poor human relations in law enforcement:

    - Observe the professional code.
    - Use physical exercise to dissipate pent-up emotions.
    - Play third-party role in conflict situation.
    - Promote and maintain mental health.
    - Pay attention to your attitudes.
    - Parry threats and challenges.
    - Practice courtesy.
      - — Discuss courteous behavior.

Supporting Activities

1. Invite local law enforcement personnel to speak to your students about human relations in law enforcement.
2. Suggest scenarios of law enforcement situations involving human relations and have your students role-play a typical episode.

Fischer, J. and Gochros, H. L. "Human Relations Training for Police Officers." Police Law Quarterly, 5.1 (1975): 15-22.

Green, E. J. Psychology for Law Enforcement. John Wiley & Sons, NY: 1976.

Law Enforcement Officer Training, Basic Course. Division of Vocational Education. State Department of Education, Columbus, OH: 1979 (rev. ed.).

Watson, Nelson A. Issues in Human Relations. International Association of Chiefs of Police (IACP). Gaithersburg, MD: 1977.

Audiovisual Materials

(List any materials available to you.)

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Pretest (IV: A)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Intrapersonal conflict means:

   a. conflict between groups of people.
   b. conflict within a group of people.
   c. conflict between people.
   d. conflict within a person.

2. Conflicts involve: (Choose **all** correct answers.)

   a. some type of opposition.
   b. a struggle either for or against something.
   c. an implied struggle.
   d. feelings displayed in action.

3. The equal protection clause of the Constitution provides that law enforcement officers must: (Choose **all** correct answers.)

   a. put local laws before state and federal laws.
   b. make arrests when they feel there is cause.
   c. use force only when justified and reasonable.
   d. be color blind.

4. Law enforcement is based on principles which originate in:

   a. department rules and regulations.
   b. local laws.
   c. state laws.
   d. the Constitution.

5. List **four** causes of poor human relations in law enforcement.

   ____

   ____

   ____

   ____

6. Emotions involve psychological and physiological reactions. The following is a list of emotional reactions: (Place an **S** before the psychological reactions, an **H** before the physiological reactions, and an **O** before those you believe do not belong in either list.)

____ a. fear
____ b. increased pulse
____ c. quickened breathing
____ d. seething hate
____ e. extreme happiness
____ f. sudden anger
____ g. rise in blood pressure
____ h. change in digestive system
____ i. change in blood composition
____ j. glandular secretions

7. List **three** characteristics of emotionally stable behavior.

____

____

____

8. Which of the following are true of attitudes? (Choose **all** correct answers.)

a. Attitudes are generally not neutral.
b. Attitudes are learned.
c. Attitudes are constantly changing.
d. A very strong attitude is a prejudice.

9. Which **two** of the following items explain why threats and challenges may be described as two-directional?

a. Criminals threaten and officers challenge.
b. The authority an officer represents may be considered a threat or challenge.
c. Criminals challenge, then threaten.
d. Officers are threatened and challenged by citizens.

10. What **three** abilities does an officer need to have to handle contacts with citizens in a positive way?

____

____

____

11. Which of the following techniques or approaches is **most** important in handling day-to-day human relationships?

    a. good attitude
    b. physical exercise
    c. courteous behavior
    d. mental health

Questions 12-19 are based on experiences which an officer might encounter. Answer each question in response to the situation which is presented before the question(s).

12. **SITUATION:** Officer Smythe answered a call to investigate a disturbance. On his arrival he found two men in a bar having a fight. One of the men was a friend of his. His friend was drunk and was attacking the other man with a knife. Officer Smythe should:

    a. break up the fight and leave.
    b. follow professional code for an officer.
    c. take his friend home and sober him up.
    d. just talk to his friend.

13. **SITUATION:** Suppose that a patrol officer sees a man standing on a narrow ledge of a building threatening to jump. The police officer is told that the man is upset because his wife recently left him and that the man had been released from a mental institution only a short time ago. As the officer approaches the man on the ledge, he threatens to jump. At this point, it would be appropriate for the police officer to say:

    a. "I dare you to jump. You won't do it."
    b. "Come off that ledge, Romeo."
    c. "Get off that ledge; everybody has troubles."
    d. "Your wife has just arrived; come on in and talk to her."

14. The police officer pulls the man to safety. The man then calls the officer a racist pig. In response to the insult, the officer answers, "I just saved your life, you fool." The officer's remark was:

    a. appropriate; police officers should not be insulted.
    b. inappropriate; the officer should not have displayed his anger.
    c. appropriate; he put the man in his place.
    d. inappropriate; the officer should have said, "Your wife was right all the time."

15. **SITUATION:** Suppose that paint was sprayed on the window of a ground floor apartment one night. The following day the tenant of the apartment stopped a passing patrol officer and showed her the painted window. The tenant believed that the spraying was done by a boy living in the apartment building and asked the officer to make the boy remove the paint. The officer should:

a. tell the tenant to forget it—that "boys will be boys."
b. tell the boy's parents to punish their son.
c. tell the boy's parents that they are responsible for removing the paint.
d. tell the tenant to discuss the matter with the parents.

SITUATION: Officer Sherill, on foot patrol several blocks away from the United Nations, encounters a crowd of people in front of a building. The officer forces his way through the crowd to find a man dressed as Mickey Mouse. Officer Sherill asks the man, "What seems to be the matter?" The man answers, "I have been appointed Disneyland's representative to the United Nations, and I am here to take my seat." Sherill laughs, and in a loud voice heard by the crowd says, "Donald Duck is Disneyland's official representative. Go see him." Officer Sherill then quietly says to the man, "Disneyland is not a real country. Therefore, it is not entitled to be represented at the United Nations."

16. Officer Sherill's question to the man was:

a. appropriate; Sherill in this way assured the man that he would get the help he needed.
b. inappropriate; Sherill should have first calmed the man down.
c. appropriate; the question led to the source of the trouble.
d. inappropriate; Sherill should have ordered him to leave.

17. Officer Sherill reacted to the man's answer:

a. properly; the officer had tried to indicate to the man how silly his story was.
b. improperly; the officer should not have laughed at the man.
c. improperly; the man's reply was not funny.
d. properly; the man's reply was funny.

18. Officer Sherill's remarks heard by the crowd were:

a. inappropriate; the crowd gained the impression that the officer believed the man.
b. appropriate; they tended to reduce the tension.
c. inappropriate; he should not have made fun of the man.
d. appropriate; they indicated to the crowd that Officer Sherill knew how to handle the situation.

19. Officer Sherill's remark, "Donald Duck is Disneyland's official representative. Go see him," was:

   a. inappropriate; the officer at that point should not have disagreed with the man's story.
   b. appropriate; the man would be receptive to the explanation.
   c. inappropriate; the officer should have been truthful to the man.
   d. appropriate; it indicated to the man that the officer was there to help him.

After you finish this pretest, give the test to your instructor. Ask him/her whether you should study this section or take the posttest (IV: A).

Answers to Pretest (IV: A)

1. d

2. a, b, d

3. c, d

4. d

5. a. lack of emotional stability
   b. poor or unacceptable attitudes
   c. effect of threats and challenges
   d. poorly handled contacts

6. a. P
   b. H
   c. H
   d. P
   e. P
   f. P
   g. H
   h. H
   i. H
   j. H

7. Any three of the following:
   a. appropriately expressive
   b. reasonably predictive
   c. customarily consistent
   d. varies (within normal limits) to fit occasion
   e. under control

8. a, b, d

9. b, d

10. a. ability to observe accurately
    b. ability to interpret realistically
    c. flexibility in choosing action to be taken

11. c

12. b

13. d

14. b

15. d

16. c

17. b

18. c

19. a

Posttest (IV: A)

1. Intergroup conflict means:

   a. conflict between groups of people.
   b. conflict within a group of people.
   c. conflict between people.
   d. conflict within a person.

2. Which **three** of the following phrases describe conflict? (Choose **all** correct answers.)

   a. causes target of actions to be aware of and suffer from the actions
   b. begins with feelings of opposition
   c. struggles only against someone or something
   d. causes feelings of opposition to be displayed in actions toward someone or something

3. The principles on which law enforcement is based originate in:

   a. local laws.
   b. the Constitution.
   c. state laws.
   d. department rules and regulations.

4. The Constitution provides equal protection to all citizens. This means: (Choose **all** correct answers.)

   a. arbitrary power over the individual.
   b. arrest only according to authority given.
   c. protection regardless of race.
   d. use of maximum force at all cost.

5. Which of the following cause problems in human relationships in law enforcement? (Choose **all** correct answers.)

   a. the effect of threats and challenges
   b. the Constitution
   c. lack of emotional stability and poor attitudes
   d. contacts with citizens which are poorly handled

6. Emotions progress through stages. Arrange the following emotional stages in sequential order: (Place 1 before the first stage, 2 before the second, and so on.)

   ____ a. corresponding behavior
   ____ b. arousal
   ____ c. awareness
   ____ d. organic reaction

7. Emotions may be described as: (Choose **all** correct answers.)

   a. being completely in the mind.
   b. having no effect on the way we behave.
   c. expressing only pleasurable feelings.
   d. having physiological as well as psychological components.

8. Emotionally stable behavior may be described as: (Choose **all** correct answers.)

   a. reasonably unpredictable.
   b. varying to fit the occasion.
   c. appropriately expressive.
   d. customarily inconsistent.

9. Attitudes may be described as: (Choose **all** correct answers.)

   a. stored away tendencies to act.
   b. mind sets with which we are born.
   c. habits of mind.
   d. constantly changing.

10. Which of the following statements describes threats and challenges in law enforcement? (Choose **all** correct answers.)

    a. They are interchangeable terms.
    b. They must be perceived as such in order to be effective.
    c. They are always clearly expressed.
    d. They are an attempt to gain superiority or control over another.

11. Which of the following are abilities an officer should have in order to handle contacts with citizens properly? (Choose **all** correct answers.)

    a. ability to observe accurately
    b. ability to make arrests
    c. flexibility in understanding
    d. ability to interpret realistically

12. An officer who takes the third-party role in a conflict:

    a. allows the participants in the conflict three choices.
    b. favors a third party in the conflict.
    c. is objective and neutral.
    d. is subjective and preferential.

Questions 13–20 are based on experiences which an officer might encounter. Answer each question in response to the situation which is presented before the question(s).

SITUATION: Officer Sherill, on foot patrol several blocks away from the United Nations, encounters a crowd of people in front of a building. The officer forces his way through the crowd to find a man dressed as Mickey Mouse. Officer Sherill asks the man, "What seems to be the matter?" The man answers, "I have been appointed Disneyland's representative to the United Nations, and I am here to take my seat." Sherill laughs, and in a loud voice heard by the crowd says, "Donald Duck is Disneyland's official representative. Go see him." Officer Sherill then quietly says to the man, "Disneyland is not a real country. Therefore, it is not entitled to be represented at the United Nations."

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    c. inappropriate; Sherill should have first calmed the man down.
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    d. improperly; the officer should not have laughed at the man.

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    b. inappropriate; the officer at that point should not have disagreed with the man's story.
    c. appropriate; the man would be receptive to the explanation.
    d. inappropriate; the officer should have been truthful to the man.

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17. **SITUATION:** Suppose that paint was sprayed on the window of a ground floor apartment one night. The following day the tenant of the apartment stopped a passing patrol officer and showed her the painted window. The tenant believed that the spraying was done by a boy living in the apartment building and asked the officer to make the boy remove the paint. The officer should:

    a. tell the tenant to discuss the matter with the parents.
    b. tell the boy's parents that they are responsible for removing the paint.
    c. tell the boy's parents to punish their son.
    d. tell the tenant to forget it—that "boys will be boys."

18. **SITUATION:** Suppose that a patrol officer sees a man standing on a narrow ledge of a building threatening to jump. The police officer is told that the man is upset because his wife recently left him and that the man had been released from a mental institution only a short time ago. As the officer approaches the man on the ledge, he threatens to jump. At this point, it would be appropriate for the police officer to say:

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    b. "Your wife has just arrived. Come on in and talk to her."
    c. "I dare you to jump. You won't do it."
    d. "Come off that ledge, Romeo."

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20. **SITUATION:** Officer Smythe answered a call to investigate a disturbance. On his arrival he found two men in a bar having a fight. One of the men was a friend of his. His friend was drunk and was attacking the other man with a knife. Officer Smythe should:

    a. just talk to his friend.
    b. take his friend home and sober him up.
    c. follow professional code for an officer.
    d. break up the fight and leave.

Give the completed test to your instructor.

Answers to Posttest (IV: A)

1. a
2. a, b, d
3. b
4. b, c
5. a, c, d
6. 4
   2
   1
   3
7. d
8. b, d
9. a, c
10. b, d
11. a, d
12. c
13. d
14. d
15. a
16. b
17. a
18. b
19. c
20. c

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the two main community crime prevention programs.
2. Sequentially list the steps a citizen takes to **implement** Youth Crime Watch.
3. Sequentially list the five steps for **implementing** Neighborhood/Apartment Watch.
4. Identify the role law enforcement agencies should take in community crime prevention programs.
5. Identify the five steps for **maintaining** Neighborhood/Apartment Watch.
6. Identify the benefits of Neighborhood/Apartment Watch.
7. Identify the benefits of Youth Crime Watch.
8. Identify the benefits of Citizens Radio Mobile Patrol.
9. Identify the benefits and procedures of a home security inspection.
10. Identify the benefits and procedures of Operation Identification.
11. Identify the benefits of a crime prevention advisory committee.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the need for crime prevention efforts as well as the benefits which follow. Relate the objectives of the unit to your community situation.

3. Discuss Neighborhood/Apartment Watch and the **benefits** of its programs. Distribute available brochures or other materials about these organizations. Identify and discuss the steps for implementing and maintaining such programs.

4. Discuss the **purpose** and **benefits** of Youth Crime Watch. Distribute any available brochures or other materials on this organization. Identify and discuss the steps for implementing and maintaining such a program.

5. Discuss the **services** available through Neighborhood/Apartment Watch and Youth Crime Watch. Services provided by these programs may include:

   - Block Watch
   - Operation Identification
   - Citizens Radio Mobile Patrol
   - Home Security Inspection
   - Crime Prevention Advisory Committee

   If applicable to your program, use the following examples of crime prevention efforts that are included in this unit of the Instructor's Guide:

   - Operation Identification Card
   - Citizens Mobile Patrol Programs
   - Neighborhood Crime Watch
   - Youth Crime Watch

Supporting Activities

1. Have students select one of the programs presented or design a different one for crime prevention and then develop a plan for implementing and maintaining the progam in either your town or an imaginary community.

2. Invite representatives from the local crime prevention programs and law enforcement agencies to make presentations to your students about the purposes, benefits, implementation, and maintenance of crime prevention programs.

Reference Materials

Residential Burglary. Office of the Attorney General, Tallahassee, FL, 1977.

Residential Burglary: Leader's Guide. Office of the Attorney General, Tallahassee, FL, 1977.

Forms and Samples

1. home security survey or checklist
2. brochures and information sheets on crime prevention programs which follow

OPERATION IDENTIFICATION RECORD

Valuable property should be marked with an electric engraver or any sharp etching tool with your Florida Drivers License number (FL DL ______________). If you are not a driver, you can obtain an I.D. card and number from any Division of Drivers Licenses Issuing Station. Avoid marking on removable parts such as lids, doors, plates, etc.

Items which cannot be marked, antiques, china, coins, etc., should be photographed in color with the owner's identification. A complete description of the article should be written on the back of the photograph.

SUGGESTED ITEMS FOR MARKING: Bicycles, T.V.'s, stereos, tape recorders, cameras, appliances, sporting goods, guns, typewriters, sewing machines, clocks and watches, power tools, lawnmowers, outboard motors, golf clubs, etc. Credit card numbers should also be recorded.

Property marked with your Drivers License Number FL DL ______________________________

ARTICLE	MANUFACTURER AND MODEL	SERIAL NUMBER	LOCATION MARKED

Keep this list in a secure place. DO NOT SEND A COPY OF THIS LIST TO THE POLICE.

HELP STOP CRIME

From Neighborhood Watch: Discussion Leader's Guide, Office of the Attorney General, Tallahassee, FL.

The City of North Miami Beach is a metropolitan community that extends approximately 45 blocks east and west and 50 blocks north and south. It is the largest northernmost city in northeast Dade County. Located within the boundaries of our city are four public schools, one junior high school, one senior high school, and the north campus of Florida International University. Three major shopping centers are within the corporate city limits or immediately adjacent. In addition to this, 3,000 businesses require protection from this government entity. The City of North Miami Beach has 55,000 residents that dwell in single family homes, high rise condominiums, multi-family homes, motels, and trailer parks. At any given time, approximately seven police officers and their supervisors are charged with the entire responsibility of protecting the citizens of our city.

Also located within the City of North Miami Beach, or immediately adjacent, are several major utilities, i.e., Florida Power & Light, with approximately 128 vehicles leaving two major yards; Peoples Gas, with approximately 46 vehicles leaving one local yard; Storer Cable, with approximately 55 vehicles; and the City of North Miami Beach Public Utilities and Public Works (water, sanitation, parks and recreation, code enforcement, and city officials) with an excess of 200 vehicles. This is a total of 429 service-type, radio-dispatched vehicles operating within or adjacent to this corporate entity.

This program was conceptionalized to make use of these hundreds of sets of eyes, ears, and human senses that are mobile and have two-way communication within our immediate area. One uniformed police officer was assigned to each of these separate public services. These three officers were given conspicuously painted white police cars with bold lettering, stating "Community Protection Unit," written on all sides, thereby enabling the public and utility employees to readily identify the particular officer assigned to their particular utility.

Loss of these three uniformed officers from the patrol division gained 143 sets of eyes and ears per officer reporting everything and anything of police or emergency nature that transpires anywhere in our vicinity. These utility employees were first trained in basic reporting procedures and what comprised typical police calls for service. The utility companies, seeing the value of public sentiment to be gained from this program, installed in each of the three vehicles permanently mounted radios on their frequency so that the police officers can receive the call and retransmit it to the police dispatcher or appropriate service needed and respond to the call in a much shorter period of time than it would take to go through the regular telephone chain.

Since August 2, 1982, the inception of this program, emergency, felony, misdemeanor, and all manner of police calls have been received.

A fourth program evolved out of Citizens Mobile C.B. Patrol, whereby screened and trained volunteer citizens patrol the City of North Miami Beach during peak crime hours and areas, paying particular attention to those incidents which prove most bothersome to the police department.

These individuals first attend a roll call before going out and are updated to the current problems in the community and then inconspicuously go out into the community and patrol in their private vehicles using police hand held radios and transmitting on a designated frequency. They are in direct contact with a police officer at all times. A base unit is set up and manned at the police department next to the police dispatcher in order to have direct communication with all patrol officers at any given time. These volunteers never exit their vehicle, carry any type of weapons, and never attempt to chase or apprehend anyone. Since September 1981, the inception of this program, hundreds of calls have been received and reports made.

By relieving these four officers from normal patrol duties, these programs have in fact gained hundreds of individuals interested and involved in sharing the police responsibility, and our community is a safer place to live, work, and socialize. In fact, several subjects have told our detective bureau that they go elsewhere to commit their crimes because North Miami Beach is too tough!

From Citizens Mobile Patrol Programs, City of North Miami Beach, FL.

Neighborhood Crime Watch
Community Welfare: Neighbors Helping Neighbors

BLOCK CAPTAIN ______________________________

Neighbor's Name	Phone	Address

Dial 911 for Emergency

Crime has been increasing in St. Petersburg and the nation in recent years. In fact, with the country's current economic conditions, crime statistics are expected to show yearly increases.

The City of St. Petersburg Police Department is working to reduce crime, and needs the help of every citizen in this effort. Property crimes account for 90 percent of all crime and occur in all of the neighborhoods in the city. Neighborhood residents need to involve themselves in the fight against crime by working with the police department and other residents.

Hundreds of burglaries last year could have been prevented had residents closed and locked their doors and windows. The removal of keys from car ignitions would have thwarted countless auto thefts. And had bicycles, stereos, radios, and jewelry been properly protected and identifiable, thefts could have been substantially reduced.

What can citizens do? The Neighborhood Crime Watch program has been designed to encourage citizen participation in reducing crimes for neighborhoods. It is a program of police personnel and residents of a community working together to achieve a common goal. Residents are taught by the police to protect their own property, have concern for their neighbor's property, and observe and report suspicious activities immediately to the police. Reporting suspicious people and actions when observed may prevent a crime or help apprehend criminals.

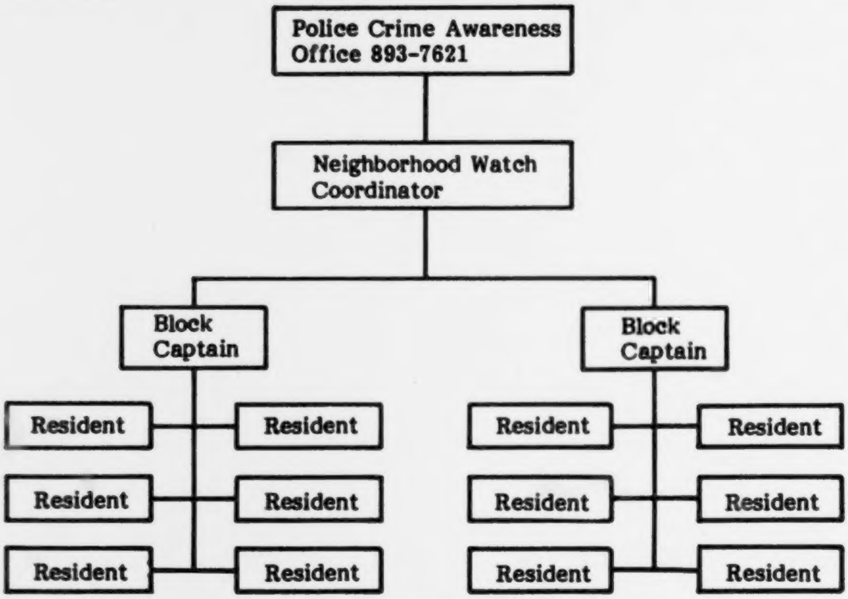
Awareness and involvement are key elements of Neighborhood Crime Watch. Many of the crimes reported to the St. Petersburg Police Department would not have occurred had people used a few basic crime prevention techniques and had neighbors become involved in the protection and safety of the area they live in. A sense of community welfare can develop with neighbors helping neighbors.

How to Organize Neighborhood Crime Watch in Your Area

If Neighborhood Crime Watch is not operating in your area, you can organize a group by arranging with your neighbors a convenient time and place to meet. Once the meeting date and location is known, call the St. Petersburg Police Department Crime Awareness Office at 893-7621 and ask a representative to explain the Neighborhood Crime Watch program at your meeting.

At the first meeting the police department will present a film and discuss crime in the city and the importance of reporting suspicious activities immediately to the police communications center. A permanent Neighborhood Crime Watch Coordinator should be named if the group's organizer cannot serve in that capacity. Each block in the neighborhood should then be organized and a block captain appointed. The residents on a block should keep a map showing the address and telephone number of each resident in the area. This information will be useful when reporting suspicious activity in the neighborhood to the police communications center.

Once the blocks are organized, a communications network can be established. Information about crime problems or suspicious activities can be disseminated throughout the area. Should a crime pattern start developing in a neighborhood, the Crime Awareness Office would call the Neighborhood Crime Watch Coordinator who would call the block captains. Each block captain would call another resident and that resident would call two more residents until all residents in the area were informed.


Police Crime Awareness Office 893-7621
Neighborhood Watch Coordinator
Block Captain
Block Captain
Resident
Resident
Resident
Resident
Resident
Resident
Resident
Resident
Resident
Resident
Resident
Resident

An individual resident can also initiate the information exchange by reporting suspicious activity to the police department and then calling the block captain (who will call another block resident) and the Neighborhood Crime Watch Coordinator (who will inform the other block captains so all residents in the neighborhood are advised).

Neighborhood Crime Watch is a simple but effective program: citizens and the police working to solve one of the city's most serious problems.

From "Neighborhood Crime Watch," by the St. Petersburg Police Department, St. Petersburg, FL.

Youth Crime Watch Is . . .

A network of students who care enough about themselves, their friends, and their schools to do something about crime in their schools. The "something" they are asked to do, reduced to its simplest form, is to observe and report crime anonymously. Less simply, they are asked to alter attitudes and to use peer pressure to change their schools into pleasant, safe places where learning can more effectively take place. Please note: they are not "narcs." They are the decent majority of students who are tired of being victims.

These students have an adult team to help them—volunteers, school administrators, police officers, and school security personnel—but Youth Crime Watch, at its best, is STUDENTS, solving THEIR problems in THEIR schools.

In the Elementary Schools

Officer McGruff stars in a play written for children. He asks the children to:

1. Request that their teachers set up an anonymous reporting system.
2. Observe crime accurately.
3. Report anonymously.
4. Ask the PTA to start a Crime Watch in the neighborhood around the school.
5. Join together to let children doing bad things know THEY DON'T LIKE IT!

At the Secondary Level

Youth Crime Watch Is Presented At A Series of Meetings

The school principal, an adult volunteer, and an advisor selected by the principal for leadership qualities, discuss Youth Crime Watch at the preliminary meeting.

The Youth Crime Watch Speaking Team—the adult speaker, a police officer, a school security officer, and two students from a successful Youth Crime Watch school—speak to 20-30 representative students at the core group meeting.

The Core Group members form the nucleus of the Youth Crime Watch. They publicize Youth Crime Watch and recruit members for the Extended Core Group.

The Extended Core Group Meeting is composed of school leaders—the original Core Group, athletes, cheerleaders, Student Council members—all of whom work to excite enthusiasm among the student body before the Assembly.

Each school's Assembly Meeting is chaired by the school's own Youth Crime Watch chairman, who is introduced by the school's principal. The Youth Crime Watch Speaking Team addresses the student body. Student speakers from other Youth Crime Watch schools are the most effective members of this team.

End results: an anonymous reporting system is set up; crime in the school decreases; students develop pride in themselves and their school; and the school becomes a more positive learning environment.

Some Comments on Youth Crime Watch

". . . Students are developing additional pride in their schools and have accepted this effort as a serious and meaningful responsibility."

Leonard Britton, Superintendent
Dade County Public Schools

"Dealing with juvenile offenders and reducing juvenile crime has been a major concern of every police department. Several programs have been initiated to deal with the problem, but I feel that Youth Crime Watch has been the one program where significant results have occurred . . . . In this day and time, the Youth Crime Watch Program is needed and essential in dealing with crime in our schools and community."

Bobby L. Jones, Director
Metro-Dade Police Department

". . . Youth Crime Watch works! It works because a great number of students do care about their school and are willing to do something about it. It also works because students who might be inclined to violate rules and policies never know who is watching!

William Noble, Principal
Miami Springs Junior High School

". . . A program that was initially designed to combat crime in the school became a catalyst for promoting a total positive feeling about the school. A strong sense of school pride spread throughout the student body and we completed one of the finest years in our school's history."

Jeff Miller, Assistant Principal
Miami Norland Senior High School

". . . This new, safe way of fighting crime has given students a new perception of their schools and, more importantly, of themselves."

Albert Moris, Student
Miami Coral Park Senior High School

You Can Help By:

- being a part of the Adult Speaking Team at elementary or secondary school presentations.
- sponsoring an elementary school Youth Crime Watch.
- helping develop a Safe Homes network for elementary school children.
- serving on the Youth Crime Watch Advisory Board.
- working on Publication and Publicity Committees.
- organizing Citizens' Crime Watch in areas surrounding your school.
- serving on the Telephone Committee from your home.
- working with individual schools to enrich their Youth Crime Watch programs.
- serving on Feeder Pattern Councils for your area schools.
- serving on Contest Committees.

Yes, I Want To Get Involved . . . And As Soon As Possible

Name ______________________________

Home Address ______________________________

Business Name ______________________________

Business Address ______________________________

Home Phone ______________ Business Phone ______________

I would like to help start, or be a part of Youth Crime Watch in my school ☐

I would like to serve on the following committees:

Being a part of the Adult Speaking Team at secondary school presentations. ☐

- Safe Homes ☐
- Speakers Bureau, Secondary Schools ☐
- Elementary Schools ☐
- Feeder Pattern Councils ☐
- Contests and Awards ☐
- Publications ☐
- Publicity ☐
- Concerned Families (Drug Education in your neighborhood) ☐

I would like to donate the following tax-deductible services:

- Office Equipment* ☐
- Printing ☐
- Advertising ☐
- Other ☐

(Please describe) ______________________________

____

*This may include used office furniture, typewriters, adding machines, calculators, etc.

My tax-deductible contribution is enclosed. ☐

From "All About Youth Crime Watch: A Program of Citizens Crime Watch," by Dade County, Inc., Miami, FL.

Pretest (IV: B-1)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. List the names of **two** volunteer crime prevention programs.

____

____

____

2. Which of the following steps should be part of the plan to start a Youth Crime Watch? (Choose **all** correct answers.)

   a. Elect student officers.
   b. Conduct a school assembly.
   c. Appoint an adult committee of three.
   d. Conduct follow-up activities.

3. Which steps should be followed when starting a Neighborhood/Apartment Watch? (Choose **all** correct answers.)

   a. Have a fund-raising event.
   b. Have a motivational meeting followed by an organizational meeting.
   c. Have an organizational meeting followed by a motivational meeting.
   d. Target a neighborhood.

4. Law enforcement agencies:

   a. have time and personnel to set up and run crime prevention programs.
   b. provide support by presenting programs, demonstrations, and school assemblies.
   c. disapprove of volunteer crime prevention programs.
   d. prefer that organizations or political groups run crime prevention programs.

5. Strategies which would be good for maintaining a crime prevention program after it has been started in a neighborhood are: (Choose **all** correct answers.)

   a. meetings of block captains twice a year.
   b. start-up strategies repeated every year.
   c. newsletters and media coverage.
   d. monthly watch group meetings.

6. Neighborhood/Apartment Watch provides: (Choose **all** correct answers.)

   a. development of cohesiveness among participants.
   b. crime deterrent features for the community.
   c. police patrols around the clock.
   d. supervision of unattended residences.

7. Students who participate in Youth Crime Watch: (Choose **all** correct answers.)

   a. develop bonds with law enforcement officers.
   b. learn how to make arrests.
   c. learn to overcome the unwritten code against "ratting."
   d. develop school pride.

8. The Citizens Radio Mobile Patrol:

   a. makes arrests when criminals are caught in the act.
   b. consists of personnel of the local law enforcement agency.
   c. reports possible criminal activity to law enforcement agencies over CB radios.
   d. works only on major highways.

9. When a home security inspection is made: (Choose **all** correct answers.)

   a. a checklist is provided for the resident to fill out.
   b. observations are noted on a survey or checklist by the program representative.
   c. a representative of the crime prevention program inspects the home with the resident.
   d. recommendations are made to the resident for correcting weaknesses in his/her home security.

10. Operation Identification: (Choose **all** correct answers.)

    a. increases the value of stolen goods.
    b. is a deterrent to stealing.
    c. is a program for property marking.
    d. uses a person's social security number for identification.

11. What services are provided by crime prevention advisory committees to neighborhoods wanting to begin crime prevention programs?

    a. training for law enforcement officers
    b. advice, materials, and presentations
    c. paid director for the program
    d. advice on forming an advisory committee

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (IV: B-1).

Answers to Pretest (IV: B-1)

1. a. Youth Crime Watch
   b. Neighborhood/Apartment Watch

2. b, c, d

3. b, d

4. b

5. a, c

6. a, b, d

7. a, c, d

8. c

9. b, c, d

10. b, c

11. b

1. In the following list, which are the **two** main crime prevention programs? (Choose **all** correct answers.)

   a. Youth Crime Watch
   b. Community Crime Watch
   c. Neighborhood/Apartment Watch

2. The **three** recommended steps for implementing Youth Crime Watch are included in the following list: (Write a **1** before the first step, **2** before the second, and **3** before the third.)

   ____ a. Appoint a student committee.
   ____ b. Conduct follow-up activities.
   ____ c. Conduct a school district meeting.
   ____ d. Appoint three people to an adult committee.
   ____ e. Conduct a school assembly.

3. **Five** recommended steps for implementing Neighborhood/Apartment Watch are listed below. Arrange them in the sequence in which they should be accomplished by writing **1** before the first, **2** before the second, and so on.

   ____ a. Hold a motivational meeting to present the purpose.
   ____ b. Target a neighborhood for the program.
   ____ c. Compile information and crime statistics for the community.
   ____ d. Publicize the program to make the community receptive.
   ____ e. Hold an organizational meeting to set up the three primary services.

4. The residents of a neighborhood plagued with theft are implementing Neighborhood/Apartment Watch. What activities can they expect the local law enforcement agency to do? (Choose **all** correct answers.)

   a. Conduct home security surveys.
   b. Operate the program for the neighborhood.
   c. Provide orientation and training to volunteers.
   d. Provide extra patrol for the neighborhood.

5. **Five** recommended steps for maintaining Neighborhood/Apartment Watch programs are included in the following list: (Write a **+** before those which are recommended steps and an **0** before those which were not recommended.)

   ____ a. Publish newsletters and use media coverage for activities.
   ____ b. Change block captains every six months.
   ____ c. Have watch group meetings each month.

(continued)

____ d. If possible, hire a staff to work with the local law enforcement agency.
____ e. Repeat "start-up" strategies every few years.
____ f. Have block captain meetings each month.
____ g. Replace ineffective block captains if necessary.
____ h. Have block captain meetings twice a year.
____ i. Have the local law enforcement take over once the program is operating.

6. What are the benefits of Neighborhood/Apartment Watch? (Choose **all** correct answers.)

   a. Participants develop a feeling of cohesiveness.
   b. A log of residential crime is kept.
   c. Supervision of unattended residences is provided.
   d. Participants may arrest criminals when caught.

7. Youth Crime Watch within a school: (Choose **all** correct answers.)

   a. creates a bond with law enforcement.
   b. reinforces noncriminal behavior through positive peer pressure.
   c. reinforces the unwritten code of not "ratting" on peers.
   d. creates school pride.

8. A member of Citizens Radio Mobile Patrol may: (Choose **all** correct answers.)

   a. make arrests.
   b. not make arrests.
   c. report suspicious activity to the law enforcement agency over his/her CB radio.
   d. patrol major highways to catch speeders.

9. When a home security check is made:

   a. a checklist is given to the resident to fill in.
   b. the crime prevention program takes care of correcting weaknesses in home security.
   c. a representative of the crime prevention program inspects the home with the resident.
   d. landlords of apartments are legally required to correct weaknesses.

10. Participants in Operation Identification: (Choose **all** correct answers.)

    a. engrave their social security numbers on valuable items.
    b. photograph items which cannot be engraved.
    c. receive decals to put in their windows warning that their valuable property is marked.
    d. increase the value of their property on the stolen property market.

11. The Crime Prevention Advisory Committee: (Choose all correct answers.)

    a. provides awareness advice to neighborhoods that want to begin a program.
    b. trains members in law enforcement.
    c. advises the local law enforcement agency on crime prevention.
    d. provides a systematic channel for introducing programs to neighborhoods.

Give the completed test to your instructor.

Answers to Posttest (IV: B-1)

1. a, c

2. 1. d
   2. e
   3. b

3. a. 4
   b. 1
   c. 3
   d. 2
   e. 5

4. a, c

5. a. +
   b. 0
   c. 0
   d. +
   e. +
   f. 0
   g. +
   h. +
   i. 0

6. a, c

7. a, b, d

8. b, c

9. c

10. b, c

11. a, d

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the three conditions that must exist for a crime to occur.
2. Identify the potential crime condition that can be eliminated by environmental planning.
3. List the three stages at which architectural design can help prevent crime.
4. List two attributes of a residence that will discourage a potential intruder.
5. Identify the type of fence that is best for crime prevention purposes.
6. List two attributes of residential environment design that allow patrol observation.
7. Identify two ways in which an actively used neighborhood recreational facility helps prevent crime.
8. List three sources of increased costs when energy costs are lessened by reduced lighting.
9. Identify two features of exterior door design that will help prevent crime.
10. List three types of locks available for exterior doors.
11. Identify ways in which shrubbery can both encourage and discourage crime.
12. List the four types of burglar alarm systems.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Review the crime prevention programs presented in Section 1 of Unit 8 as a lead-in to the material in this section on crime prevention through environmental planning.
3. Discuss the three conditions that must exist for a crime to occur. Explain that although the desire and ability of a would-be thief cannot be externally controlled, the opportunity for theft can be eliminated or reduced by environmental planning.
4. Discuss the three stages in which architectural design can help prevent crimes, and suggest samples for each stage.
5. Discuss the two most effective residential features (visually unobstructed windows and doors and well-lighted areas) for discouraging potential intruders. Explain that chain link fences also allow unobstructed surveillance by patrolmen and concerned neighbors and are, therefore, better than privacy fences.
6. Discuss the two features (wide streets and widely spaced homes) of residential environments which allow easier observation by patrols. Discuss the presence or absence of these features in selected areas of your community.
7. Discuss the fact that activity and the presence of people is a deterrent to crime in that vicinity; use recreational facilities and other public areas as examples. Point out the benefits of an actively used neighborhood recreational facility for the prevention of crime.
8. Discuss the importance of adequate lighting throughout a neighborhood and community as a crime deterrent. Explain why reduced lighting fosters criminal activity and increases costs to taxpayers.
9. Show actual examples or illustrations of door construction, emphasizing that solid core construction is the only type recommended for good security. Also discuss the importance of hanging doors so that hinges are protected and choosing locking systems that are adequate for the physical design and security requirements.
10. Show examples (or illustrations) of the three basic types of locking systems. Point out the advantages/disadvantages of and degree of security provided by each type.
11. Discuss how the placement of shrubbery in the environmental design of residential and commercial property encourages or discourages crime.

12. Discuss the four types of burglar alarm systems. Have representatives of security system companies demonstrate their products for your students.

13. Invite law enforcement personnel to present a program to your students on crime prevention through environmental planning. Consider a panel discussion including representatives from law enforcement, residential and commercial architecture firms, the local building code commission, and local crime prevention programs.

Supporting Activities

(List any activities which may facilitate learning for this unit.)

Alarm Handbook for the Security Officer. Honeywell, Inc., Minneapolis, MN: 1975.

Butterfield, Ruth I.; George, J. H.; Morton, J. S.; and Scheer, L. H. Analyzing Crime and Crime Control: A Resource Guide. Economic-Political Science Series. New York: Joint Council on Economic Education, 1981.

Cirel, P.; Evans, P.; McGillis, D.; and Whitcomb, D. An Exemplary Project: Community Crime Prevention Program, Seattle, Washington. Washington, D.C.: U.S. Department of Justice, 1977.

The Energy-Saver's Guide to Good Outdoor Lighting. Washington, D.C.: American Consulting Engineer's Council.

Hale, C. D. Police Community Relations. Albany, NY: Delmar Publishers, 1974.

Introductory Course in Crime Prevention, Instructor's Manual and Student Handbook. Falls Church, VA: Koepsell-Girard and Associates, Inc., 1975.

McCauley, R. P. Crime Analysis. Louisville, KY: National Crime Prevention Institute, 1975.

McDowell, C. P. Police in the Community, Instructor's Manual. Cincinnati, OH: Anderson Publishing Co., 1975.

Neighborhood Watch, Discussion Leader's Guide. Tallahassee, FL: Office of the Attorney General, 1982.

Police-Community Relations. International Association of Chiefs of Police (IACP). Training Keys. Gaithersburg, MD: 1972.

The Practice of Crime Prevention, Understanding Crime Prevention. Vol. 1—Lexington, KY: National Crime Prevention Institute, 1978.

Radelet, L. A. Police and the Community, 2nd ed. Encino, CA: Glencoe Publishing Co., 1977.

Residential Burglary. Tallahassee, FL: Office of the Attorney General, 1977.

Residential Burglary, Leader's Guide. Tallahassee, FL: Office of the Attorney General, 1977.

Texas Commission on Law Enforcement Officer Standards. Austin, TX: 1975.

Texas Crime Prevention Institute. Administrative Crime Prevention Course, Student Handbook. Southwest Texas State University, San Marcos, TX: 1975.

Choose a Reputable Company

Make sure you deal with an established firm with a proven history of service and performance.

All of the employees of the alarm company who sell or service alarm equipment, and thus have access to your home, should be bonded.

The company should be willing to supply a list of nearby homeowners or commercial installations who are satisfied customers and who may be contacted for references. You should also check the reliability of the firm and its equipment with the Better Business Bureau.

After you've selected the company (or companies), call and make an appointment with a representative to meet with you. Be sure to get the name of the person who will be calling on you. When the alarm is installed, try to have all members of your family present for instruction. It is always advisable to obtain two or three bids from different companies to insure a competitive bid and a greater exposure to the variety of alarm systems available.

Read Your Contract

The alarm company should make a written proposal and give you a copy of the contract you will be signing. Make sure you read it thoroughly. Never sign a contract which does not list all the points of protection or itemize the equipment installed. No reliable firm will offer a "lifetime" guarantee. And if your salesman says your system will reduce your insurance premiums, don't take his word for it. Check with your agent. Also, make sure their maintenance contract is in order and the agreement stays with the home even though it may be sold.

Remember that your property and perhaps your personal safety are at stake. What appears to be a "bargain" may actually prove to be an easily compromised or extremely limited alarm system. In this regard, be sure that the sensor devices (magnetic contacts, motion detectors, pressure mats, screens, etc.) to be installed are Underwriters Laboratory, Inc. approved for burglary protection. Your alarm company representative can show you the listing of the equipment in a UL publication.

Things to Watch For

Here are some ways to check the quality of your system.

- Complete systems should operate on house current and/or back-up battery-supplied current. (Self-contained, trickle-cell, battery-powered units are satisfactory if equipped with a reliable testing device.)

- **The system should have some monitoring device to alert the homeowner if any malfunction exists prior to operation.**
- **The audible alarm features of the system should be heard in any part of the protected premise, and loud enough to alert neighbors and/or passersby.**
- **Temporary losses of power, such as blackouts, which cause the system to change over to battery power should not trigger an audible alarm.**
- **Any external components of the system should be made as inaccessible as possible so that intruders find it difficult to cut through wires or cables outside the home in an attempt to deactivate the system.**
- **Main components of the system should meet the electrical safety standards set by Underwriters Laboratories, Inc.**
- **Internal wiring should be installed in conformity with the standards of the Electrical Code.**
- **If you have a fire alarm installed with your burglary system, it should include a "test facility" for checking to see if it is functioning correctly.**
- **Make sure warning decals are displayed, advertising your home is protected by an alarm system.**
- **Reset feature—every alarm system using an audible annunciator should have a reset feature to turn the bell and/or siren off after sounding for a maximum of 15 minutes.**

Decide on a System

There are a number of systems available. But you should know that there is no such thing as a burglar alarm system that will make your house burglar proof 100 percent of the time. However, a good alarm system can deter or detect most intruders and will afford an added measure of security when you are away from your house or business.

Preference for the desired level of security and type of system used depends entirely upon your budget and the design of your building. The cost of an alarm system varies greatly, not only because of the equipment, but also due to other considerations such as the distance to the alarm company, local telephone rates, the amount of wiring required, the construction materials of your home, etc. If it is connected to a monitoring service such as an alarm company central station, answering service, or other (telephone) facility, there is a monthly service charge plus telephone line rates.

You and Your Alarm System

The effectiveness of your system depends on you. Understand how it works, and what it takes to keep it operating properly. Ask the company to give you written instructions for the operation and testing of

your system. Alarm companies are requested to provide these instructions. Be sure to let your neighbors know you have an alarm system and ask them to call the police if the alarm is activated.

Alarm Components

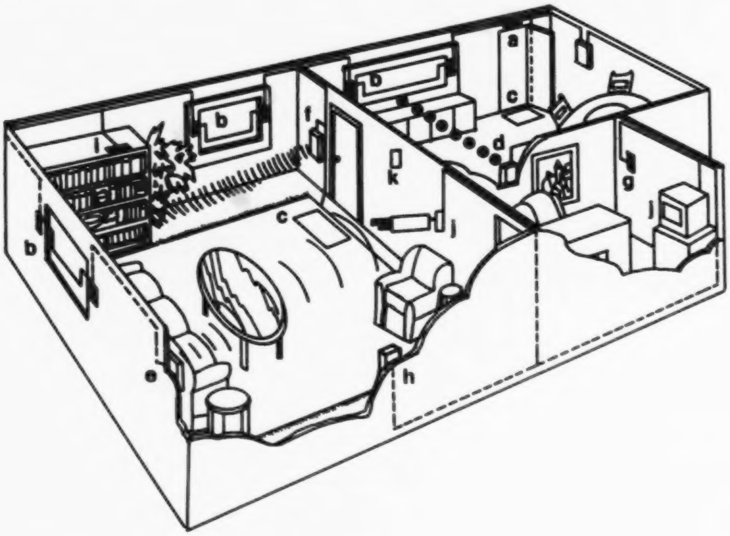
Perimeter Alarms

The basic home system is a simple closed circuit loop system consisting of contacts or screens on doors and windows. Most are designed to ring a bell or activate a siren, and/or illuminate the area to scare off an intruder. This will usually scare away most residential burglars.

There are several types of sensors used on perimeter alarm systems which include:

a. **Magnetic Contacts.** One of the most widely used residential devices is an electro-mechanical contact consisting of a magnet in one sealed enclosure and a switch in another sealed enclosure. They are attached to doors, windows, transoms, and other openings, and wired to a central control box.

b. **Screens.** These special screens have an unobtrusive, built-in alarm wire. They are usually custom made to fit the particular window to be protected.



Interior Alarms

c. **Pressure Mat.** Basically this is a flat switch operated by pressure from a foot step. It is usually installed under carpeting next to entrances, windows, and stairways, and other areas where a burglar would likely travel through the home. The mat may also be used for spot protection on the interior of a perimeter system.

d. **Photoelectric Beam.** Small, unobtrusive sensors are installed in hallways, large rooms, stairwells, and other similar areas. Any interruption of the beam by a person walking through it causes an alarm.

e. **Ultrasonic (Motion Detection).** Any movement within the protected area triggers an alarm. The unit should not be installed where there is likely to be normal traffic in the house at odd hours, or where it is subject to large amounts of wind turbulence from open windows or heater or air conditioning vents.

f. **Microwave (Radar).** This system is similar to ultrasonic—it detects motion in a specific area. The difference is that the unit operates at a higher frequency and does not use air as a transmission medium. Care must be taken in the intallation to avoid accidental alarms due to the protection waves traveling beyond the required coverage area. It must be FCC approved. This unit is generally not recommended for home use.

g. **Sound Units (Noise Detection).** The systems operate by detecting noise. They are generally limited to use where there is low ambient noise.

h. **Passive Infrared System.** This system is a detection system operating in a mode similar to the photoelectric beam and can be applied to cover a room or hallway.

i. **Capacity (Proximity).** This system is useful for protecting safes, files, cabinets, etc. The major drawback of this system is that it will only detect a person several inches in proximity to the object being protected.

j. **Closed Circuit Television.** One system of some limited use to the homeowner is the TV camera. This can be manned so that the homeowner can view or tape who is at the door, or with some sophisticated systems and adequate lighting, can view the complete exterior. The monitor can be a vacant channel on your television set or a special CC TV monitor. Obviously, these systems play no part in protection when the homeowner is not present.

k. **Audio Systems.** These systems operate by detection of noise with the use of sensitive microphones. When an intrusion takes place, every sound is picked up and relayed via phone lines to a central station. This unit is generally not recommended for home use.

NOTE: You may also wish to consider having a fire alarm (smoke detection ionization) system installed along with your burglary system—have the company give you an estimate for both. It is often economical to take care of it all at once.

From "What You Should Know About Burglar Alarm Systems," Sarasota Police Department, Crime Prevention Bureau, Sarasota, FL.

Introduction to Crime Prevention. R. Hardin, 1974: Motorola Teleprogram Center, Northbrook, IL.

Riot Prevention. Color. 1975. Police Science Productions. North Hollywood, CA.

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. A condition which must exist for a crime to occur is: (Choose **all** correct answers.)

   a. financial support.
   b. desire and ability.
   c. opportunity.
   d. a "get-away" car.

2. Which potential crime condition can be eliminated by planning the environment?

   a. financial support
   b. desire and ability
   c. opportunity
   d. "get-away" car

3. Architectural features designed for security can help deter a criminal at three stages in commission of the crime. Circle the **three** stages from the list below.

   a. discourages a potential criminal during contemplation of a crime
   b. encourages criminals to work in pairs
   c. increases intrusion time
   d. increases potential for capturing the criminal after intrusion

4. Which of the following measures will make a residence less attractive to a thief? (Choose **all** correct answers.)

   a. privacy fence
   b. porch light left on while resident is out
   c. doors and windows visually unobstructed
   d. well-lighted residence and surrounding property

5. Which type of fence is best for crime-prevention purposes?

   a. hedge
   b. wooden privacy fence
   c. chain link fence
   d. picket fence

6. Patrolling a residential subdivision is easier if the area has been designed with: (Choose **all** correct answers.)

   a. wide streets.
   b. sidewalks and curbs.
   c. homes widely spaced.
   d. buried power lines.

7. Crime prevention is made easier when a neighborhood recreation facility is actively used because: (Choose **all** correct answers.)

   a. people may be more physically fit.
   b. people who know each other will work together to prevent crime.
   c. a facility which is used discourges crime.
   d. criminals don't take time for recreation.

8. When lighting of an area is reduced to save energy costs, what three items show increased costs? (Choose **three.**)

   a. emergency services
   b. criminal investigation
   c. welfare payments
   d. taxes

9. An exterior door which has been designed with crime prevention in mind has which of the following features? (Choose **all** correct answers.)

   a. It is hung with protected hinges.
   b. It is of solid core construction.
   c. It is of hollow core construction.
   d. It is hung flush with the frame.

10. Which of the following are basic lock types? (Choose **all** correct answers.)

    a. key-in-the-knob
    b. security lock
    c. dual lock
    d. dead bolt

11. How can landscaping be planned in order to deter burglars? (Choose **all** correct answers.)

    a. Plant low hedges or bushes around windows or doorways.
    b. Plant high hedges or bushes around windows or doorways.
    c. Plant shrubs with thorns or stickers near windows.
    d. Plant thick hedge around property.

12. List **four** types of burglar alarm systems.

    ____

    ____

    ____

    ____

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (IV: B-2).

Answers to Pretest (IV: B-2)

1. b, c
2. c
3. a, c, d
4. c, d
5. c
6. a, c
7. b, c
8. a, b, d
9. a, b
10. d
11. a, c
12. magnetic contact
    motion detectors
    pressure mats
    screens

Posttest (IV: B-2)

1. What conditions must exist for a crime to occur? (Choose **all** correct answers.)

   a. ability and desire on the part of the potential criminal
   b. transportation
   c. standard MO
   d. opportunity

2. Which of the conditions listed below can be eliminated by planning the physical environment?

   a. ability and desire on the part of the potential criminal
   b. transportation
   c. standard MO
   d. opportunity

3. A burglar is on the prowl, hoping to find a place that is not secured so that an entry can be made. S(he) comes to a residence with a chain link fence and well-lighted yard and decides to pass it up. At which stage of crime commission was this decision made?

   a. contemplation
   b. lengthened intrusion time
   c. shortened capture time
   d. none of the above

4. The burglar continues to prowl, looking for a place to enter. S(he) passes a residence with no lights on and high shrubbery along one side of the house. There is a sliding glass door on this wall. The door is locked, but the lock is a deadbolt with an extension bolt. The burglar proceeds to pry open the hollow bolt of the lock. At which stage of crime commission was this action taken?

   a. contemplation
   b. lengthened intrusion time
   c. shortened capture time
   d. none of the above

5. What architectural features designed for security of a residence can help deter a criminal? (Choose **all** correct answers.)

   a. well-lighted residence and surrounding property
   b. exterior brick construction
   c. minimum number of windows
   d. doors and windows visually unobstructed

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6. If you wanted to fence in your yard, which of the following would provide the greatest security from burglary?

   a. picket fence
   b. chain link fence
   c. thick hedge
   d. wooden privacy fence

7. To allow maximum observation for officers patrolling a neighborhood, the neighborhood layout should include: (Choose **all** correct answers.)

   a. wide streets.
   b. sidewalks with curbs.
   c. homes widely spaced.
   d. tree lined streets.

8. An actively used neighborhood recreational facility helps prevent crime because: (Choose **all** correct answers.)

   a. busy people don't have time to commit crimes.
   b. it is easier to organize people into Neighborhood/Apartment Watch if they know each other.
   c. a facility which is used discourages crime.
   d. residents are more physically fit.

9. The following negative economic effects result when a city decides to cut back on area lighting: (Choose **all** correct answers.)

   a. higher criminal investigation and emergency services costs
   b. higher interest rates
   c. erosion of tax base
   d. all of the above

10. An exterior door with which of the following features will help prevent crime? (Choose **all** correct answers.)

   a. hollow core construction
   b. solid core construction
   c. hung flush with frame
   d. hung with hinges protected

11. List **three** types of locks which are availble for use on exterior doors.

____

____

____

12. How can landscaping be planned to deter burglars? (Choose **all** correct answers.)

    a. Plant high hedges or bushes around windows or doorways.
    b. Plant low hedges or bushes around windows or doorways.
    c. Plant a thick hedge around the yard.
    d. Plant shrubs with thorns or stickers near windows.

13. List the **four** types of burglar alarm systems.

    ____

    ____

    ____

    ____

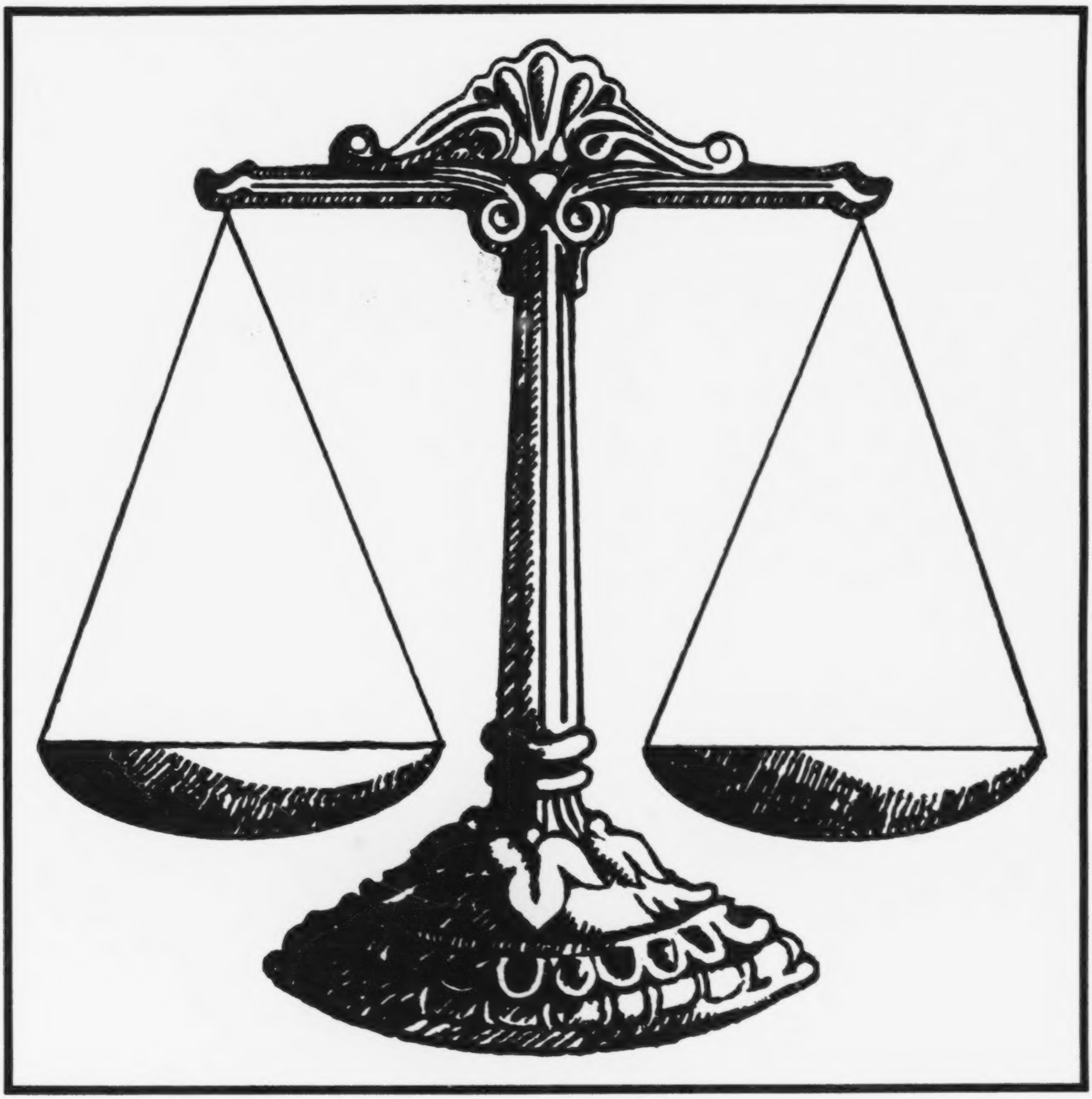
Give the completed test to your instructor.

Answers to Posttest (IV: B-2)

1. a, d
2. d
3. a
4. b
5. a, d
6. b
7. a, c
8. b, c
9. a, c
10. b, d
11. key-in-the-knob lock
    deadbolt lock
    rim lock
12. b, c
13. magnetic contact
    motion detectors
    pressure mats
    screens

Instructor Guide **Answer Keys**

CRIMINAL JUSTICE SYSTEMS



Block I: Law Enforcement

Unit A: History of Law Enforcement
Answers to Review Questions (I: A)

1. a, c
2. b
3. b, c
4. c
5. e
6. d
7. b
8. a
9. a, b, c
10. a, c
11. Any four of the following is a correct answer:
    - emergency rescue units
    - police ambulance system
    - street signs
    - streetlights
    - house numbers
    - children's hospital
    - schools for the poor
    - helping to find work for the unemployed
    - peace officer (or officers de paix)
12. community, king
13. watchman (or constable), sheriff
14. c
15. d
16. a, c
17. Pendleton, Civil Service
18. b, c, d
19. d

If you feel confident that you have achieved the objectives for this unit, ask your instructor for the posttest (I: A).

Unit B: Law Enforcement Codes of Ethics
Answers to Review Questions (I: B)

1. to provide the foundation of acceptable performance in public and private life and to provide guidelines to meet these standards
2. life, constitutional, liberty, equality, justice
3. force, violence
4. faith, trust, ethics
5. private
6. affiliation, prejudice
7. impartially, malice
8. responsibilities, limitations
9. refuse
10. authority
11. confidence, trust
12. Peelian Reform (in England in 1829); Police Code of Ethics (1954); Canons of Police Ethics (1956)
13. Any four of the following are correct:
    - primary responsibility of the protection of life and property
    - equal service to everybody
    - limitation of authority (warning against the misuse of power)
    - cooperation with other public officials
    - private and personal conduct
14. i
15. j
16. k
17. h
18. g
19. f
20. e
21. d
22. a

23. b

24. c

25. b

26. c

If you feel confident that you have achieved the objectives for this unit, ask your instructor for the posttest (I: B).

1. It is the fundamental law of our nation which established the representative government of, by, and for the people, and established the foundation of the criminal justice system. It is a body of basic principles and laws that determines the power and duties of the United States Federal government and guarantees certain rights of U.S. citizens.
2. seven (7), twenty-four (24)
3. making, executing (carrying out), interpreting
4. Article III (3 or three)
5. Article II (2 or two)
6. the first ten (10) of the 24 amendments
7. First, Fourth, Fifth, and Fourteenth Amendments
8.
    - freedom of religion
    - freedom of speech
    - freedom of the press
    - freedom of assembly
    - freedom to petition for redress of grievance
9. permit
10.
    - crowd control
    - arrest of regulation violators (lawbreakers)
11. They are protectors of public interest as well as guardians of individual rights; therefore, they must weigh the importance of public interest and individual rights in each case and perform their duties accordingly.
12. orderly conduct of group and community
13. search, seizure
14. student B

15. Any four of the following are correct:

- The warrant must be issued and signed by the proper official, such as the magistrate or another judicial official.
- It must be issued in the name of the state or federal government.
- It must designate an individual or class of individuals to serve the warrant.
- The state must be given as a class so that any officer can serve the warrant.
- It must include the description of the place, things, or persons to be searched, seized, or arrested.
- It should describe the nature of the charge and the objects.
- It should indicate that the warrant is issued because of evidence that the place, things, or persons are involved in the crime. In other words, the warrant must be issued on a "probable cause."

16. no (Self-incrimination under the Fifth Amendment refers only to statements, not real evidence.)

17. double jeopardy, self-incrimination

18. grand jury indictment

19. student B

20. Fifth

21. due process, equal protection

If you feel confident that you have achieved the objectives for this unit, ask your instructor for the posttest (I: C).

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1. to remove the desire and the opportunity to commit a crime

2. Any four of the following are correct:

   - checking business or residential areas for security
   - checking suspicious persons
   - checking abandoned vehicles
   - securing crime scenes
   - conducting stake-outs
   - making arrests

3. protection of life and property

4. foot, vehicle, and special

5. motorcycle, marine, air, and K-9

6. a, d

7. c, d

8. Any two **advantages** for each type as shown below are correct:

   foot patrol

   - Officers come in closer contact with more people than car patrol.
   - Officers have a better opportunity to develop more informants.
   - Officers can develop a good working knowledge of the physical layout of the beat.
   - Officers are available to handle calls for aid.
   - Officers may be able to anticipate an incident before it becomes too difficult to control.

   vehicular patrol

   - The law enforcement department has better area coverage.
   - The officers can respond quickly to calls for aid.
   - It takes fewer officers to cover an area than with foot patrols.
   - The officers can pursue a suspect for greater distances.

   specialized patrol

   - Patrol activities can be done more efficiently and comprehensively.
   - A sense of pride can be developed within the department.
   - A sense of pride can be developed within the community.

9. Any two **disadvantages** for each type as shown below are correct:

foot patrol

- Officers are limited by the speed of their movement.
- Officers are limited in the amount of equipment they can carry.
- Pursuit is difficult and limited.
- Supervision of foot patrol officers is difficult.
- The cost of operating foot patrol areas is expensive.

vehicular patrol

- There is little direct contact with the citizens except when answering calls.
- The officers may be unfamiliar with the physical layout of the patrol area.
- The officers may be unfamiliar with local problems.

specialized patrol

- There is little direct contact with the citizens except when answering calls.
- The officers may be unfamiliar with the physical layout of a patrol area.
- The officers may be unfamiliar with local problems.
- Attitude problems within the department may develop between units or patrol sections.
- Specializations may cause a lack of involvement by officers in other departmental activities.
- The cost of implementing specialized units is very high.

10. c

11. a

12. b

13. a. F
    b. V
    c. V
    d. S
    e. F
    f. S
    g. F

14. a. V, S
    b. V, S
    c. S
    d. F
    e. F
    f. S
    g. F

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (I: D-1).

1. accident investigation, criminal investigation

2. - to obtain information concerning the crime
   - to identify the suspect(s)
   - to reconstruct the actions and events

3. interviews, interrogations

4. - direct
   - circumstantial

5. Any seven of the following are correct:

   - **Protect the crime scene.**
   - **Render assistance to the injured.**
   - **Effect the arrest of the suspect, if possible.**
   - **Locate and identify witnesses.**
   - **Interview the complainant and witnesses.**
   - **Maintain the crime scene and protect the evidence.**
   - **Interrogate the suspect, when possible.**
   - **Note all conditions, events, and remarks made at the scene.**
   - **Arrange for the collection of the evidence.**
   - **Report the incident fully and accurately.**
   - **Yield the responsibility to the follow-up investigators.**

6. a. sketcher
   b. note taker
   c. photographer
   d. officer in charge
   e. administrator of first aid
   f. evidence collector
   g. measurer
   h. guard
   i. interviewer
   j. fingerprinter

7. a. Mark initials, date, and chamber number on side of case.
   b. Mark initials on base or pack in container and mark the container.
   c. Place inside the open end or place information on a small piece of paper and insert it in the cartridge.
   d. Clear side of case and mark initials.
   e. Seal in container and mark the container.
   f. Mark inside and outside, and place separately in package.

8. Any of the following are correct:

   - Be knowledgeable of investigation procedures and laws.
   - Understand people.
   - Be able to communicate with individuals at their own level.
   - Keep personal prejudices out of the investigation.

9. - **wall or grid search:** Officers line up along one side of room against the wall and proceed across room to opposite wall; then line up against the wall to their left and proceed across room to opposite wall, stopping when evidence is located.
   - **strip search:** Officer moves back and forth across room in strips or paths until room is covered.
   - **inward spiral search:** Officers start at outer perimeter or wall of scene and mark a circle of the crime scene, working in towards the center.

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (I: D-2).

Unit D: Law Enforcement Operations
Section 3: Accident Investigation
Answers to Review Questions (I: D-3)

1. d

2. g

3. a

4. f

5. i

6. b

7. j

8. c

9. h

10. e

11. Any five of the following are correct:

    - pedestrian
    - motor vehicle in transport
    - motor vehicle on other roadway
    - parked motor vehicle
    - railway train
    - pedalcyclist
    - animal
    - fixed object
    - other object (including other road vehicles)
    - hit and run

12. - fatal injury
    - incapacitating injury
    - nonincapacitating injury
    - possible injury
    - no injury

13. a, d

14. trafficways, vehicles, people

15. b

16. c

17. (1) responding to the accident
    (2) arriving at the accident scene
    (3) protecting the scene
    (4) checking for injuries
    (5) clearing the accident scene
    (6) conducting the investigation
    (7) completing an accident report
    (8) issuing a traffic citation
    (9) completing the accident scene investigation

18.
- photographs of all physical conditions and evidence
- measurements of all physical evidence
- type of road and its condition
- weather conditions
- condition of vehicle
- interviews to check background of driver
- report of medical examiner if autopsy is required

19. d

20.
- accurate description of vehicle involved, including make, model, color, and license plate number
- direction in which the vehicle left scene
- extent and location of damage to the vehicle
- number of passengers in the vehicle and their description
- identifying marks such as parking stickers, inspection tags, school stickers, organization decals, and company decals
- physical evidence carried away by the vehicle when it left the scene

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (I: D-3).

Answers to Review Questions (I: D-4)

1.
   - caution
   - planning
   - preparation
   - manpower

2. c

3. a, b

4. a, b, c

5. a

6. rear (back), side

7. a, b, d

8. a, b

9. a, d

10. b

11. b

12. Any three of the following are correct:

    - submits peacefully
    - attempts to talk his/her way out of the arrest
    - attempts to flee
    - resists the arrest and assaults the officer
    - attempts suicide
    - attempts to receive help in escaping

13. b

14. a, b, d

15. a

16. Any six of the following are correct:

    - age of the suspect
    - arrest procedures used
    - basic necessities of the suspect/offender
    - conduct of law enforcement officers
    - criminal experience of the suspect/offender
    - educational background of the suspect/offender
    - interrogation procedures
    - mental capacities of the suspect/offender
    - nationality of the suspect/offender
    - visitors

17. c

18. d

19. b

20. a

21. a. 2
    b. 4
    c. 1
    d. 3
    e. 5
    f. 7
    g. 6

22. b

23.
- Do not approach the suspect from the front.
- Incapacitate the suspect before approaching.
- Maintain control during the cuffing process.
- Cuff the hands with the suspect's palms outward.
- Double lock the handcuffs.

Now do the practical exercises for this section (I: D-4).

Answers to Review Questions (I: D-5)

1. d

2. b, d

3. a

4. c

5. a. 3
   b. 1
   c. 2
   d. 5
   e. 7
   f. 6
   g. 4
   h. 8

6. a. 3
   b. 5
   c. 2
   d. 1
   e. 7
   f. 4
   g. 6
   h. 8

Now do the practical exercises for this section (I: D-5).

1. - a written record of the officer's activities
   - a summary of information pertinent to the case
   - a communication aid to other officers
   - an aid to the planning division of central offices
   - an aid to prosecutors, defense attorneys, insurance companies
2. a, b, d
3. a, b, c
4. b, c, d
5. a, b, c, d
6. c
7. a
8. a
9. a or c
10. a
11. field notes, final report
12. a, b, c, d
13. - Who was involved?
    - What happened?
    - When did it happen?
    - Where did it happen?
    - How did it happen?
    - Why did it happen?
14. sketch maps, diagrams, photographs

Now continue with the rest of Unit E, Report Writing.

1. get it all, make it clear, get it right
2. collect, organize, check
3. readers (or audience)
4. accuracy, completeness, conciseness, objectivity, clarity, legibility
5. d
6. b
7. a
8. 6, 20
9. fact sheet, body (text) of the report, list of names, list of evidence diagrams, and photographs
10. a
11. a
12. b
13. a, b, c, d
14. a
15. (1) "is" is missing in the last sentence
    (2) "grabbed"
    (3) use of abbreviation "B/M"

Now do the Practical Exercise for this section (I: E-b).

Block II: The Courts

1. a
2. c
3. b
4. a
5. d
6. a
7. d
8. b
9. The Supreme Court must balance:
   - protection of society
   - protection of individual rights (or the rights of the accused).
10. Your answer should include four of the following:
    - Trial court may use a jury; appellate court doesn't.
    - Witnesses and defendants appear in a trial court but not in appellate court.
    - Trial court has original jurisdiction; appellate court has appellate jurisdiction (or authority to review).
    - Trial court is called a court of inferior jurisdiction; appellate court is court of superior jurisdiction.
    - Trial court has responsibility to make first decision in a case; appellate court reviews this decision.
    - Trial court interprets the facts, making decisions about the truth and falsity of evidence presented; the appellate court is not as concerned with fact, but with legal procedure and points of law.
11. Your definitions should include ideas similar to these:
    - **appellate jurisdiction**—the authority of the appellate court to review cases of the lower court.
    - **tyranny**—the cruel and unjust use of force, power, or authority by a government.

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: A-1).

Answers to Review Questions (II: A-2)

1. i
2. g
3. f
4. f
5. c
6. f
7. j
8. d
9. j
10. h
11. c
12. a
13. e
14. d
15. b and h
16. g
17. f
18. Your answer should include any four of the following:
    - Process is based on legal principles rather than emotion.
    - There is opportunity for review of one's case.
    - The trial is public.
    - Judge provides legal guidance based upon accepted standards.
    - It provides a fair, impartial judgment.

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: A-2).

Answers to Review Questions (II: A-3)

1. The two kinds of local courts are the county courts and the circuit courts. The county courts are lower courts. The circuit courts have jurisdiction in one or more counties, depending on population and number of cases heard. The circuit court hears county court cases that have been appealed.

2.

small county	**large county**
judge(s) will hear all cases	traffic division civil division criminal division (misdemeanors) magistrate division

Caseloads are divided by these divisions, so one judge hears only one or two kinds of cases at a time (there may be a rotation of judges among the divisions).

3.

small circuit	**large county**
judge(s) will hear all cases	civil division criminal division (felonies) juvenile division probate division

Caseloads are divided up by these divisions, so one judge will hear only one or two kinds of cases at a time; sometimes judges serve in the different divisions in rotation.

4. c

5. f

6. e

7. b

8. a

9. a

10. The chief judge of the circuit administrates and coordinates all the cases in the circuit. S(he) reassigns judges as needed throughout the circuit.

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: A-3).

Answers to Review Questions (II: B-1)

1. You should have listed at least four of the following (exact wording is not necessary):

   a. explains to the defendant exactly what the charges are
   b. advises the defendant of constitutional rights
   c. sets the amount of bond
   d. appoints a public defender, if necessary
   e. releases some prisoners on their own recognizance

2. c

3. F

4. F

5. T

6. F

7. c, e

8. c, f

9. c, b

10. c, g

11. c, d

12. You should indicate that the procedures occur in this order:

    (1) presentment
    (2) preliminary hearing
    (3) grand jury
    (4) arraignment
    (5) pretrial hearings

13. These three pleas should be listed (exact wording of explanation not necessary):

    a. **guilty:** the accused admits guilt in the crimes as stated, or admits to a lesser offense.
    b. **not guilty:** the accused denies guilt, and a trial date is set.
    c. **nolo contendere:** guilt is assumed for criminal purposes, and the defendant will not challenge that. The defendant is then sentenced. However, for any civil suits that follow, this plea cannot be used to prove guilt.

14. d

15. a

16. c

17. c

18. i

19. a

20. g

21. b

22. e

23. f

24. h

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: B-1).

Answers to Review Questions (II: B-2)

1. d

2. c

3. a

4. b

5. b

6. a

7. d

8. a

9. Your answer should include the ideas that: a **challenge for cause** is a challenge to a prospective juror which is used to weed out those people with biases or prejudices. If someone believes in the death penalty, the defense may ask for dismissal. If the person already believes the defendant is guilty because of pretrial publicity, the defense may dismiss that person for cause. Questions asked by the attorneys will uncover these biases and attitudes, so that the jury finally chosen is unbiased and impartial.

10. Your answer should include the idea that: a **peremptory challenge** is used by either attorney to dismiss a possible juror, and no reason has to be given. The number of times this can be used is limited, however.

11. cross

12. redirect

13. direct

14. The two motions are as follows:

    a. motion to dismiss the case for lack of evidence
    b. motion for a directed verdict of not guilty from the judge

15. b

16. j

17. i

18. b

19. k

20. c

21. f

22. e

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: B-2).

1. Your answer should include something similar to the following:

   a. motion for directed verdict of acquittal; filed to request that the judge override the jury, especially if there is an obvious error in the state's case
   b. motion for a new trial, filed if an error has been made, such as:
      - an error by the jury
      - discovery of new evidence
      - inadequate defense
      - improper evidence allowed
      - error in charging the jury

2. c

3. any time a sentence exceeds or is less than the guidelines

4. Your answer should include something similar to the following:

   - The appellate court may agree with the verdict of the trial court. In that case, the case may proceed to the next level of court.
   - The appellate court may reverse the decision of the trial court. Reversal may be due to wrong procedures, evidence which should not have been admitted, incorrect instructions to the jury, etc.
   - The appellate judge may remand a new trial, giving special instructions to the trial court.

5. e

6. b

7. d

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: B-3).

1. c

2. b

3. a

4. c

5. Sixth

6. Fourteenth (Although the Fifth is also concerned with due process, the mention of two states makes the Fourteenth a better answer.)

7. Fourth

8. Fifth

9. First

10. The **Mapp v. Ohio** decision is important because it established that evidence seized illegally cannot be used during the trial.

11. The **Miranda v. Arizona** decision is important because it established that confessions must be obtained legally in order to be accepted in court. The suspects must be made aware of their rights before making a confession.

12. The **Gideon v. Wainwright** decision is important because it establishes the right to have defense counseling, even if one cannot pay for it. Such counseling is no longer limited to the most serious crimes.

13. **self-incrimination:** stating something about a case which might suggest one is guilty.

14. **exclusionary rule:** excluding evidence from court because it was illegally gathered.

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: C-1).

Answers to Review Questions (II: C-2)

1.
   - There is no crime without law—boundaries between acceptable and nonacceptable behavior are established by law.
   - There is no punishment without law—law gives the right for society to punish wrongdoers; punishment is established by law.
   - There is no crime without punishment—the ideal is that all criminals are justly punished.

2. a. guilty act
   b. guilty mind (mens rea)
   c. harm or injury to someone
   d. causation

3. a. **misdemeanor:** any criminal act punishable by a term of imprisonment for one year or less.
   b. **felony:** any criminal act that is punishable by death or by imprisonment for at least one year.
   c. **capital felony:** any criminal act punishable by death (by electrocution).

4. Your answer should include two of the following:

   a. A fine may be added to aid the victim or to compensate society.
   b. The term may be extended, for previous convictions or for dangerous criminal patterns of behavior in the offender.
   c. A felony may be reclassified to a higher degree if a firearm was used during the crime.

5. Your answer should include five of the following:

   - treason
   - murder
   - manslaughter
   - forcible rape
   - forcible sodomy
   - aggravated battery
   - use of a bomb
   - robbery
   - burglary
   - arson
   - kidnapping
   - aggravated assault
   - aircraft piracy

6. premeditated design

7. b

8. a

9. d

10. a

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: C-2).

Answers to Review Questions (II: C-3)

1. Procedural law gives the foundation for carrying out substantive criminal law. These procedural laws are like rules that all agree to follow.

2. Between 15 and 18 persons serve on a regular county grand jury.

3. The purpose of a statewide grand jury is to investigate (and try) cases involving statewide or intercounty organized crime.

4. Three age categories of offenders are as follows:

    a. juvenile delinquent: under 18 years
    b. youthful offender: 18 to 21
    c. adult offender: over 21

5. Department of Health and Rehabilitative Services (or HRS)

6. e

7. a

8. b

9. c

10. d

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: C-3).

Answers to Review Questions (II: D-1)

1. Your answer should include the following:
   a. attitude of guidance, protection, and rehabilitation toward the young
   b. milder language used in juvenile court than in adult criminal court

2. T

3. F

4. T

5. F

6. d

7. a

8. b

9. c

10. Three differences are as follows:
    a. **goals**—In juvenile court, the goal is to rehabilitate; in adult criminal court, the goal is punitive judgment.
    b. **atmosphere in court**—Juvenile court is much more informal than adult court.
    c. **language**—Different terms are used in juvenile court and are meant to sound less harsh.

11. d

12. a or c

13. c

14. b

15. e

16. The following criticisms should be mentioned:

- Legal rights of the child were not protected because of informal proceedings.
- The goal was impossible to carry out because of limited resources (judges without training in psychology, sociology, social work, etc.).
- Juvenile delinquency was not stopped, and society was not protected.
- Juveniles were unfairly punished, and punishment was sometimes too strict.

17. d

18. b

19. f

20. c

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: D-1).

Answers to Review Questions (II: D-2)

1. circuit court

2. Florida Juvenile Justice Act

3. a. to protect society by strengthening rehabilitation, and applying appropriate sanctions
   b. to protect the moral, emotional, mental, and physical well-being of the child
   c. to assure that the prosecution and disposition of a charged juvenile are done fairly and prudently
   d. to assure that basic rights are protected in the procedures
   e. to preserve and strengthen the family whenever possible

4. c

5. e

6. a

7. e

8. a

9. c

10. d

11. a

12. e

13. d

14. h

15. g

16. The seven decision-making steps are as follows:

   (1) Law enforcement officer decides whether the accused child should be released to his/her parents or presented to the HRS.
   (2) At the detention hearing it is decided whether a child should be detained or not.
   (3) Intake counselor decides whether to refer the child for nonjudicial action, or for judicial (court) action.
   (4) State attorney decides whether to approve nonjudicial action, dismiss the case, send the case to the adult criminal court system, or file a petition for delinquency (juvenile court).

(5) At the adjudicatory hearing, a judge decides whether the child has committed a delinquent act.
(6) At the disposition hearing, a judge decides whether the child should go to a community control program, or be committed to the department (HRS).
(7) Following a child's participation in a program, first the HRS personnel and then the court will decide whether the child is to be released.

17. Three of the following should be listed:

   a. previous offenses committed
   b. circumstances of the present offense
   c. background of the child
   d. safety of the public

18. a. repayment for loss or damage
   b. use of care and prudence in judgment
   c. to change direction or course
   d. penalty for violation of a law

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (II: D-2)

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Block III: Corrections

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Unit A: History of Corrections
Answers to Review Questions (III: A)

1. P
2. T
3. T
4. T
5. P
6. P
7. T
8. c
9. b
10. civil
11. common
12. common
13. civil
14. common
15. civil
16. C
17. P
18. C
19. C
20. P
21. P
22. 4
23. 3
24. 1
25. 7
26. 6

27. 2

28. 5

29. A sentence with an indefinite time; a range of time to be spent.

30. A deterrent is something that keeps people from doing something; because of fear of punishment, the idea of punishment deters crime.

31. In solitary confinement, a prisoner is locked up or imprisoned alone. There is no contact with other prisoners.

32. When an individual feels sorry for the wrong s(he) has done, often after quiet thinking (meditation), s(he) may feel penitence and be open to reform.

33. This is punishment by death.

If you feel confident that you have achieved the objectives for this unit, ask your instructor for the posttest (III: A).

1. (1) Offenders were not successfully rehabilitated. They were not able to adjust to society once they were released. They could not find employment.
   (2) The prisons were actually schools for crime, with older, experienced criminals passing on their knowledge and experience in crime.

2. b, c, d

3. **Class I:** incorrigible criminals, probably cannot be rehabilitated.
   Class II: possible to rehabilitate.
   Class III: probably can be rehabilitated.

4. NOTE: For these definitions, a dictionary definition is not required, but check to be sure you understood how these words were used in the text.

   a. **Recidivism** means the number of former prisoners who commit crimes and are returned to prison.
   b. **Incorrigible** means almost beyond hope of correction; cannot be reformed.
   c. A **misdemeanor** is a less serious crime, usually punishable by a fine or short sentence.
   d. **Jurisdiction** refers to the range or extent of authority, or the territory over which this authority is exercised.
   e. To **reintegrate** means to work back into, or to become a part of.
   f. An **innovative** program is one which introduces something new.
   g. To **habilitate** someone means to develop a person to a condition of good mental, emotional, and physical health so that the person contributes to society.
   h. To **rehabilitate** someone means to restore or return a person to a condition of good mental, emotional, and physical health.

5. d

6. a

7. b

8. b

9. a

10. Any four of the following are correct:

    a. vocational training
    b. educational opportunities
    c. treatment and diversion
    d. job placement help for released inmates
    e. intensive supervision of prisoners on probation

11. b

12. a

13. c

14. d

15. a

If you feel confident that you have achieved the objectives for this unit, ask your instructor for the posttest (III: B).

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1. Jail climate is the atmosphere of a jail. The jail officer helps to influence climate by his/her attitude toward the prisoner, the treatment of the prisoner, and the performance of his/her duties.

2. The unfamiliar surroundings may make both a prisoner and a patient feel uncomfortable. There are new routines, and other people order them around. There are tests and examinations which can be painful and sometimes embarrassing. The person's clothing is replaced by uniforms of the institution. The person is dependent upon others for basic needs and daily care. Both prisoner and patient may feel tense, uncomfortable, anxious, and afraid.

3. Critical times for a prisoner are those times of stress which may cause the prisoner to feel especially tense, bitter, and hostile. The jail officer may help during these times by acting in a professional manner (during searches, for example), treating the prisoner with consideration, being willing to listen if the prisoner needs to talk about a problem, and contacting professional help if necessary.

4. A family visit may be a critical time for a prisoner if s(he) receives new or disturbing information. The prisoner may feel helpless and unable to change the situation.

5. What the jail officer should do during a body search:

   - maintain a professional attitude
   - allow the prisoner some privacy, if possible
   - treat the prisoner with consideration (consider the feelings of the prisoner; imagine himself/herself in the prisoner's position)

   What the jail officer should **not** do during a body search:

   - make insulting, personal remarks
   - handle the prisoner roughly
   - apologize for doing the search (it is a required duty)
   - hesitate to do the search well and completely

6. The environment can be a source of frustration because of obstacles such as not being able to do what you want (freedom of movement is missing), not being able to choose goals, not getting encouragement from fellow inmates, and having strict rules and regulations.

7. There are several conflicts which may cause frustration in the prisoner. Acting positively rather than negatively, being cooperative rather than uncooperative, and accepting constructive goals may be difficult.

If you feel confident that you have achieved the objectives for this unit, ask your instructor for the posttest (III: C).

Unit D: Probation and Parole
Answers to Review Questions (III: D)

1. Five or six of the following should be listed:
   - Probation is cheaper than imprisonment.
   - The offender is supervised so that society is protected.
   - Guidance and counseling are available.
   - Adjustment to society will be easier.
   - Probationer can be helped by community programs available.
   - Being given a second chance may help to reform the offender.
   - Prisons are overcrowded.
   - It gives a better chance at rehabilitation.

2. The suspect or offender is released:
   - if found not guilty.
   - when sentence is completed following imprisonment.
   - when sentence is completed following parole.
   - when sentence is completed following probation.

3. a. 2
   b. 3
   c. 1
   d. 1

4. Conditions of probation are set; a probation and parole officer is assigned.

5. Conditions of parole are set; a probation and parole officer is assigned.

6. The offender appears before the judge, and the probation decision is considered again.

7. The parolee's case is considered again by the Probation and Parole Commission.

8. The offender is imprisoned.

9. Probation is determined by a judge, parole by the Probation and Parole Commission.

   With parole, part of the sentence is served in prison. With probation, the offender is not imprisoned.

10. Both parolees and probationers are under the supervision of a probation and parole officer.

    Terms and conditions must be met (restrictions and requirements must be kept).

11. a

12. d

13. Any four of the following should be listed:

    - vocational training
    - employment services
    - health services
    - educational programs
    - drug treatment
    - alcohol abuse treatment

14. c

15. - **post bail:** to give something as security, usually money, to guarantee a prisoner's appearance in court
    - **to lease:** to rent or hire by contract
    - **to incarcerate:** to imprison, put in prison
    - **composite:** anything which has several parts
    - **affidavit:** a legally sworn statement, taken under oath
    - **pardon:** release of prisoner granted by the governor

16. Any three of the following are correct:

    - less expensive than imprisonment
    - guidance and counseling available
    - prisoner may be more content
    - prisons very crowded
    - adjustment to society easier
    - society protected because of supervision
    - more opportunity for reform

17. c

18. The offender may be dangerous to society.

19. - to decide on parole for an offender
    - to decide on what requirements or restrictions the parolee must follow
    - to read presentence reports and eligibility interviews

20. - supervision of probationers
    - presentence investigations
    - linking offenders to appropriate programs in the community

21. The officer links those being supervised to programs in the community which will help them.

If you feel confident that you have achieved the objectives for this unit, ask your instructor for the posttest (III: D).

1. a, e

2. a, c

3. a, c, f

4. a, g

5. b

6. Make a list of all personal items turned in by the prisoner, and be sure to:

   - copy all identifying labels
   - describe condition of article
   - write a brief description of article.

7. - clothing search
   - artificial devices search
   - body search

8. Your answer should include four of the following:

   - cell search
   - security inspections (check of bars, glass panels, etc.)
   - official prisoner count
   - weapons storage security
   - key control

9. a, b, c

10. a

11. the well-being of other prisoners; or other prisoners

12. d

13. d

14. informal; formal (Your answer must be in this order.)

15. - Never attempt to subdue a violent prisoner alone (get help from another officer).
    - Avoid striking or otherwise harming the prisoner.

16. - **release to a detainer:** another jurisdiction has filed a document with formal charges against a prisoner who has completed his/her sentence; prisoner is turned over to the other jurisdiction.
    - **posting of bail:** prisoner is released if another person pays a stated sum which guarantees that the accused person will appear for trial.

17.
   - photographs taken at admission
   - fingerprints taken at admission
   - plastic "I-dent bands" worn by prisoners

18. The first step when returning a prisoner's personal property is to compare all items being returned to the list made at the time of admission.

If you feel confident that you have achieved the objectives for this unit, ask your instructor for the posttest (III: E).

1. Three of the following should be listed:

   a. goal of rehabilitation, whenever possible
   b. governmental branch responsible for corrections is a social service, social welfare agency, youth services bureau, or something similar
   c. protection of the individual (juvenile offender)
   d. court role is minor and may be avoided

2. Your answers should be similar to the ideas here, but putting them in your own words is fine:

   a. It is better to help the child to change, or to change conditions, rather than to strictly punish him/her.
   b. Each juvenile offender can be treated and helped individually through a social services agency. The offender may be assigned to various kinds of treatment programs, counseling, or work participation.
   c. The child is protected from lasting damage because his/her record is still clear, publicity is not allowed, and community-based corrections programs (living at home) are preferred over incarceration.
   d. Adult corrections usually don't begin until after court procedures have established guilt. In juvenile corrections, the juvenile offender may be assigned to alternative programs and avoid court procedures altogether.

3. c

4. F

5. I

6. I

7. F

8. I

9. This means paying back someone for loss or damage; it may include volunteer service work to pay back the community.

10. This is the most preferred form of formal juvenile corrections, where the juvenile lives at home and takes part in work projects, treatment, education, and so on.

11. The juvenile spends at least part of the day in intensive treatment or counseling sessions; some are for short-term residence, while others are day programs only.

12. In the outdoor environment away from home the offender has a chance to learn self-discipline, cooperation with others, work skills, and survival skills.

13. Long-term, full-time residence is usually for juveniles who have been in trouble before and have serious problems. Ideally, therapy, vocational training, and recreation are provided during the day.

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (III: F-1).

Answers to Review Questions (III: F-2)

1. JASP stands for Juvenile Alternative Services Program.
   Its main purpose is to handle corrections outside the juvenile court system; also, it gives the juvenile offender another chance.
2. d
3. b
4. a
5. b
6. c
7. d
8. e
9. a
10. DC
11. CC
12. DC
13. CC
14. HRS
15. HRS
16. F
17. F
18. T
19. F
20. F
21. b
22. a
23. b
24. c

25. h

26. b

27. d

28. e

29. a

30. f

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (III: F-2).

Block IV: Community Relations

1. a, c
2. a, c, d
3. a, b
4. d
5. - lack of emotional stability
   - poor or unacceptable attitudes
   - effect of threats and challenges
   - poorly handled contacts
6. a
7. - appropriately expressive
   - reasonably predictable
   - customarily consistent
   - flexible (within normal limits) to fit occasion
   - under control
8. b, c
9. a, d
10. - ability to observe accurately
    - ability to interpret realistically
    - flexibility in choosing action to be taken
11. c
12. b
13. d
14. a
15. a
16. b
17. b
18. d

19. a

20. b

21. b

If you feel confident that you have achieved the objectives for this unit, ask your instructor for the posttest (IV: A).

Answers to Review Questions (IV: B-1)

1. Neighborhood/Apartment Watch
   Youth Crime Watch
2. b, c, e, g
3. d
4. c, b, e
5. c, d, f, g
6. a, b, c, d
7. a, c, d
8. b
9. b
10. b, c
11. b
12. YCW
13. N/AW
14. N/AW
15. YCW
16. N/AW

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (IV: B-1).

Unit B: Crime Prevention
Section 2: Crime Prevention through Environmental Planning
Answers to Review Questions (IV: B-2)

1. a. desire
   b. ability
   c. opportunity

2. opportunity

3. a. discourages potential criminal during contemplation
   b. increases intrusion time
   c. increases potential for capturing the criminal after intrusion

4. Any two of the following are correct:

   a. doors and windows visually unobstructed
   b. well-lighted residence and surrounding property
   c. 180-degree viewer installed in exterior door
   d. decals in window showing that residence is protected by various crime prevention programs

5. b; does not obstruct surveillance

6. Any two of the following are correct:

   a. homes widely spaced
   b. streets should be wide
   c. good lighting

7. a. easy to organize people who know one another
   b. facility which is used discourages crime

8. a, b, c

9. Any two of the following are correct:

   a. solid core construction
   b. protected "hung" side
   c. 180-degree viewer installed in door

10. key-in-the-knob lock:

advantage—	**disadvantage—**
simple to install	provides only medium security

11. deadbolt lock:

advantage—	**disadvantage—**
provides a high degree of security	if installed near a window, a burglar could reach in and unlock it

12. rim lock

advantage—	**disadvantage—**
a sophisticated deadbolt lock, provides higher degree of security	if installed near a window, a burglar could reach in and unlock it

13. It provides a hiding place for burglars to work.

14. Sticker or thorn plants can keep burglars away from windows.

15. a. magnetic contact
    b. motion detectors
    c. pressure mats
    d. screens

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (IV: B-2).

Instructor Guide

CRIMINAL JUSTICE SYSTEMS

Block V: **Proficiency Skills**
Block VI: **Criminalistics**

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PROFICIENCY SKILLS

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Block V: Proficiency Skills

Unit A: Physical Fitness

Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Identify the reasons why physical fitness is a requirement of criminal justice occupations.
2. Identify the reasons why professional and self-evaluations of your health are important in preparing for a criminal justice career.
3. Identify the 5 basic routines of the beginning exercise program and the exercises and standards for each.
4. Identify the 10 secondary exercise routines.
5. Describe the jogging and the running routines.

Performance Objectives

For the period of a school year, demonstrate physical fitness by completing all of the items on the physical fitness performance checklist. You or your aide should use the Performance Checklist to evaluate your students' progress. Their performances should be rated "A" (acceptable) on all tasks on the checklist.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the reasons why physical fitness is a requirement in criminal justice occupations. Emphasize that physical fitness must be maintained throughout a career.

3. Discuss the reasons why a preprogram medical evaluation is necessary and the type of medical examination required.

4. Discuss the importance of preprogram self-evaluation, pointing out occupational requirements, conditions, and constraints which should be considered in making a career choice within the criminal justice occupations. Guide the students in making sincere assessments of their abilities and capabilities and their dedication to meeting the requirements of their chosen career.

Tools, Equipment, and Supplies

1. chair, bench, or stool, approximately 17 inches high
2. bench or stool, 12 inches high
3. clock or watch with sweep hand

Reference Materials

Physical Fitness for Law Enforcement Officers, Federal Bureau of Investigation, U.S. Government Printing Office, 1972.

Audiovisual Materials

(List any audiovisual materials available to you.)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. Endurance is the first goal of total physical fitness for criminal justice occupations because of the frequent need for:

   a. prolonged physical activity.
   b. maximum output for short periods.
   c. special rescue techniques.
   d. special knowledge.

2. Criminal justice personnel must have the physical ability to insure their own survival, as well as the ability to:

   a. rescue others from natural disasters.
   b. rescue others from man-made disasters.
   c. rescue others from criminal activity.
   d. all of the above

3. Passing a medical stress test before entering a criminal justice occupation is necessary because the occupation requires:

   a. maximum physical exertion without a warm-up period.
   b. prolonged physical activity.
   c. coping with high emotional stress situations.
   d. all of the above

4. Self-evaluation of physical ability is important to help determine:

   a. your willingness to continue a rigid physical fitness program.
   b. your physical condition compared to established standards.
   c. both a and b
   d. neither a, b, nor c

5. Which of the following are required in this program prior to starting the exercise routine?

   a. Pass a medical stress test evaluation.
   b. Complete Kasch Pulse Recovery Test satisfactorily.
   c. Complete the Cooper's Walk/Run Test of 1 mile in 12 minutes.
   d. all of the above

6. The purpose of the squat-thrust exercise is to develop your:

   a. balance.
   b. flexibility.
   c. agility.
   d. power.

7. To develop power, which of the following exercises are recommended? (Choose **all** correct answers.)

    a. push-ups
    b. standing broad jump
    c. pull-ups
    d. vertical jump

8. For which secondary exercise routine do you touch the right hand to the left toe and the left hand to the right toe?

    a. warm-up
    b. arm circles
    c. jumping jacks
    d. windmill

9. The secondary exercise routine should begin with:

    a. warm-up.
    b. neck rolling.
    c. abdominal stretches.
    d. any of the exercises.

10. Which of the following is considered to be the time/distance description of jogging?

    a. 1 mile in under 8 minutes
    b. 1 mile in 10 minutes
    c. 3 miles in 30 minutes
    d. all of the above

11. When jogging, the jogger's foot strike is: (Choose **all** correct answers.)

    a. on the heel, rocking forward.
    b. flat-footed.
    c. on the toes, then dropping to flat foot.
    d. only on the toes.

12. Which of the following running standards is required by the end of the program?

    a. 1 mile in 10 minutes or less
    b. 1 mile in 8 minutes or less
    c. 3 miles in 30 minutes or less
    d. 5 miles in 30 minutes

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (V: A).

Answers to Pretest (V: A)

1. a
2. d
3. d
4. c
5. d
6. c
7. b, d
8. d
9. a
10. b
11. a, b
12. c

Posttest (V: A)

1. Physical fitness is a requirement of the criminal justice aide program because:
   - a. officers must be capable of saving themselves.
   - b. officers must be able to rescue others.
   - c. officers must have sufficient energy for extended periods of physical exertion.
   - d. all of the above

2. Officers must have a high degree of strength, agility, endurance, and coordination. Which of these should be the first goal of a physical fitness program?
   - a. strength
   - b. agility
   - c. endurance
   - d. coordination

3. Before beginning the criminal justice aide program, you should pass the following test(s): (Choose **all** correct answers.)
   - a. ECG at rest
   - b. Cureton's Breath-Holding Test
   - c. Cooper's 12-minute Walk/Run Test
   - d. Kasch Pulse Recovery Test

4. Self-evaluation before beginning the program is important because:
   - a. it will eliminate the need for a medical exam.
   - b. you must be willing to continue your physical fitness program for the rest of your career.
   - c. you may be assigned to a desk job.
   - d. all of the above

For questions 5-9, match the exercises with their routines by writing the correct letters next to numbers 5-9. (Remember, some routines include more than one exercise.)

Routines

____ 5. balance

____ 6. flexibility

____ 7. agility

_____ 8. strength

_____ 9. power

Exercises

a. standing broad jump
b. push-ups
c. squat thrusts
d. stand on toes, heels together, eyes closed, arms forward
e. trunk extension
f. sit-ups
g. vertical jump
h. pull-ups
i. trunk flexion

For questions 10-19, match the action descriptions with the secondary exercises listed below by writing the correct letter next to each numbered item.

Secondary Exercises

_____ 10. warm-up

_____ 11. stretching and deep breathing

_____ 12. neck rolling

_____ 13. arm circles

_____ 14. half-knee bends

_____ 15. knee-pull to chest

_____ 16. trunk bends—hands to ground

_____ 17. windmill

_____ 18. abdominal stretches

_____ 19. jumping jacks

Action Descriptions

a. Bend knees until upper thighs are horizontal.
b. Bring left knee up, grab it with both hands, and pull it to your chest.
c. Bend body upward forcing head down between arms, compressing abdominal muscles.
d. Do light exercises.
e. Do small circles with hands and arms
f. Roll neck slowly forward, backward in a clockwise manner.
g. Touch right hand to left toe and left hand to right toe.
h. Inhale as you stretch both arms overhead.
i. Jump to straddle position and clap hands overhead.
j. Bend trunk downward until palms are flat on floor.

20. The distance/time standard for jogging is:

a. 3 miles in 30 minutes.
b. 1 mile in 8 minutes.
c. 1 mile in 10 minutes.
d. none of the above

21. Which of the following statements are correct for jogging? (Choose all correct answers.)

a. Bend elbows with hands almost on chest.
b. Arch the back so that buttocks protrude.
c. Breathe through the mouth and nose.
d. Move with long strides.
e. Foot strike is flat-footed or on the heel.

22. The distance/time standards for running are: (Choose all correct answers.)

a. 3 miles in 25 to 30 minutes.
b. 3 miles in 15 to 20 minutes.
c. 1 mile in 8 minutes.
d. 1 mile in 10 minutes.

23. You should not try to run 3 miles until:

a. you can run a mile in 8 minutes or less without fatigue.
b. you can jog a mile in 10 minutes or less without fatigue.
c. you can walk a mile briskly without fatigue.
d. you can do all of the above.

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

Answers to Posttest (V: A)

1. d
2. c
3. b, c, d
4. b
5. d
6. e, i
7. c
8. b, f, h
9. a, g
10. d
11. h
12. f
13. e
14. a
15. b
16. j
17. g
18. c
19. i
20. c
21. a, c, e
22. a, c
23. d

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Performance Checklist
V: A Demonstrating Physical Fitness

Student's Name: ____________________

Evaluator: ____________________ Date: ____________

Tasks	Evaluator's Rating A*	NA**	Comments
1. Before beginning the exercise routine:			
o complete the Cureton's Breath-Holding Test.	____	____	____________
o complete the Kasch Pulse Recovery Test in 3 minutes or less with an average or above pulse rate.	____	____	____________
o complete the Cooper's 12-Minute Walk/Run Test by completing at least 1 mile in 12 minutes.	____	____	____________
2. Following the directions given for beginning exercise routines, meet the standard for each of the following:			
o To develop balance—maintain position for 20 seconds without shifting feet or opening eyes.	____	____	____________
o To develop flexibility:			
Trunk flexion—from indicated position, touch floor with fingertips 20 times.	____	____	____________
Trunk extension—from indicated position, raise chin until 18 inches off floor; repeat 5 times.	____	____	____________
o To develop agility—complete 4 or more squat thrust routines in 8 seconds or less.	____	____	____________
o To develop strength—perform at least			
— 4 pull-ups	____	____	____________
— 15 push-ups	____	____	____________
— 25 sit-ups.	____	____	____________

Tasks	Evaluator's Rating A*	 NA**	 Comments
o To develop power—perform			
— a standing broad jump equal to your height.	____	____	____________________
— a vertical jump of 18 inches or more.	____	____	____________________
3. Following directions, perform each of these secondary exercise routines without undue breathlessness or fatigue:			
o warm-up accomplished through light exercises	____	____	____________________
o stretching and deep breathing routine performed 4 to 6 times	____	____	____________________
o neck-rolling routine repeated twice	____	____	____________________
o arm circles routine repeated 2 to 4 times	____	____	____________________
o half-knee bends routine repeated 10 to 20 times	____	____	____________________
o knee-pull to chest routine repeated 10 to 12 times	____	____	____________________
o trunk bends—hands to ground routine repeated 4 to 6 times	____	____	____________________
o windmill routine repeated 10 to 12 times	____	____	____________________
o abdominal stretches routine repeated 10 to 20 times	____	____	____________________
o jumping jacks routine repeated 10 to 20 times	____	____	____________________
4. Meet the following standards in jogging and running:			
o Jog 1 mile in 10 minutes by the end of the first grading period.	____	____	____________________
o Run 1 mile in 8 minutes or less by mid-term.	____	____	____________________
o Run 3 miles in 30 minutes or less by the end of the year.	____	____	____________________

*A: Acceptable
**NA: Not Acceptable

NOTE: The performance checklist for demonstrating physical fitness is organized into four sections which will check the student's progress in developing acceptable physical fitness throughout the program. Section 1 provides a check-off for preprogram evaluation; Section 2, for the beginning exercise routines; Section 3, for the secondary exercise routines; and Section 4, for the program requirements in jogging and running. Your students should complete the items in Section 1 with acceptable results before beginning the exercise program. You may need to modify this checklist to fit your situation.

Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Identify three skills included in the cognitive component of combative tactics.
2. Describe the affective component of combative tactics.
3. Identify in correct order the 5 steps to be followed when responding to a potentially violent situation.
4. Identify the usual response sequence of combative tactics used by criminal justice personnel in responding to violent confrontation.
5. Identify the 7 principles of combative arts.
6. Identify the objectives of defensive, counteroffensive, controlling, and arresting tactics.

Performance Objectives

Demonstrate psychomotor skill and emotional control in a contact fighting match. You or your aide should use the performance checklist which is provided to evaluate your students' performances. Their performances should be rated "A" (acceptable) on all tasks on the checklist.

A. Psychomotor Skills

   1. Defensive Tactics
      a. blocking
      b. parrying
      c. evading

   2. Counteroffensive Tactics
      a. throwing
      b. grounding
      c. kicking/striking
      d. disarming

   3. Controlling Tactics
      a. grappling
      b. wrist and arm locking
      c. choking/carotid block

   4. Arresting Tactics
      a. positioning
      b. handcuffing on ground
      c. searching

B. Cognitive and Affective Skills

1. Calmness
2. Courtesy
3. Patience
4. Self-control
   a. body language
   b. facial expressions

NOTE: As in any other physical exercise, students occasionally may be injured. In addition to monitoring student participation in the combative and defensive tactics, you should have **each** participating student sign a **physical injury waiver** to protect yourself and your school from civil suits.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the cognitive and affective components of combative tactics including the need to remain calm, courteous, and patient while under emotional stress.

3. Discuss the specific state and local laws and agency policies which govern the various jurisdictions where your students may be employed.

4. Discuss the legal consequences of the use of inappropriate or excessive force, giving specific examples. Closely monitor the use of force in all combative practice by your students.

5. Discuss the importance of perception, awareness, and understanding as they relate to combative tactics.

6. Discuss the total range of responses to be followed in a threatened violence, using realistic situations as examples.

7. Discuss the sequence of combative tactics and the situations which could require the use of each of these tactics.

8. Discuss the principles of combative arts in relation to the particular combative techniques or martial arts you will be using.

9. Discuss the objectives of the defensive, counteroffensive, and controlling tactics. (These objectives can be achieved through various specific tactics depending upon the methods of the combative style or martial skill which you will be using.) The objectives should always be achieved within the permissible use of force requirements, regardless of which combative tactics are used.

Instructional System

The material presented in this unit is based on the assumption that the criminal justice client may be violent and that combative tactics are often necessary. The instructions in the unit deal with defensive, offensive, counteroffensive, and controlling tactics and do not affect the normal mechanics of arrest, search, and handcuffing of yielding, nonviolent persons as presented in Block II.

Most criminal justice occupations have the common hazard of encountering violent confrontations. Specific skills and techniques for coping with such situations will vary between individuals, instructors, and training programs. The guidelines presented in this unit are flexible enough to enable a program instructor to select the specific combative techniques to be included.

Only actual physical contact fighting sessions which are conducted under controlled conditions will enable the student to gain the mental, emotional, and physical stability which is required in these occupations. All students have some degree of apprehension in conflict situations; contact fighting reduces their fears and develops conditioned responses which allow them to react quickly. Identifying students who experience extreme fear (those who habitually overreact or those who are dangerously underreactive) also can be accomplished in combative training.

Students must be conditioned gradually by perceiving, imitating, manipulating, and performing these skills. Finally, they should perfect and combine the cognitive, affective, and psychomotor aspects of development. The following system is suggested for whatever combative art or techniques you choose to use.

Student Activity	**Teacher Activity**
1. Perceiving	Demonstrating
o Receive stimuli by observing demonstration. o Build a frame of reference.	o Demonstrate technique slowly and in a step-by-step sequence. o Explain principles.
2. Imitating	Fault Correcting
o Repeat a technique following a demonstration. o Develop low-level skills through artificial confrontations. o Build skill conformity through repetition.	o Observe paired students closely for accuracy of repetition and understanding of principles needed to establish correct learning foundations.
3. Manipulating	Controlling Light Engagement
o Engage in light contact fighting. o Apply principles in nonstructured situations—not merely through imitation. o Solve problems by applying knowledge to new situations.	o Have students engage each other in very elementary, nonaggressive techniques. o Insist upon 50 percent resistance or less. o Do not permit hard blows or throws.
4. Performing	Identifying Problems
o Engage in contact sport (boxing, wrestling, judo), which involves analyzing and organizing actions while being exposed to emotional and physical stimuli. o Learn to apply techniques smoothly.	o Pair off students and let them engage in practice sessions. o Limit the intensity of students' attacks. o Observe temper and fear responses closely. o Assist in the development of psychomotor skills and emotional control.
5. Perfecting Performance	Evaluating and Refining Student
o Engage in a contact fighting bout or match. o Observe match rules and maintain emotional composure. o Apply principles creatively. o Build refinement in combative skills and reduce the fear of physical contact.	o Control observance of the rules of the contact sport involved. o Insist that students defeat their opponents within the the rules of good sportsmanship. o Approach the reality of conflict as closely as a training program can permit.

Tools, Equipment, and Supplies

(List any materials available to you.)

Reference Materials

(List any reference materials available to you.)

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Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (V: B)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. To which of the following does the cognitive component relate?

   a. mental capacity or knowledge
   b. emotional capacity or control
   c. physical agility and capability
   d. spiritual sensitivity

2. Which of the following are cognitive skills?

   a. knowledge of "use of force" laws
   b. knowledge of principles of combatics
   c. knowledge of the "range of response"
   d. all of the above

3. Which of the following conditions must exist to justify use of deadly force?

   a. when there is reasonable belief that the force is necessary to prevent death or great bodily harm
   b. when it is necessary to effect the arrest
   c. when the offender made the first aggressive move
   d. none of the above

4. Which of the following best describes the principal subject of the affective component of combative tactics?

   a. mental capacity or knowledge
   b. emotional capacity or control
   c. physical agility and capability
   d. spiritual sensitivity

5. Which of the following is the objective of regular contact fighting practice sessions?

   a. to make a conditioned physical and emotional response
   b. to survive the initial engagement
   c. to gain the initiative following defensive tactics
   d. to stop all resistance after counteroffense

6. **The five steps to be followed when responding to a potentially violent situation are listed below. Arrange the steps in correct order by writing the number 1 by the first step, 2 by the second step, and so on.**

____ a. Use restraining methods.
____ b. Use deadly weapons.
____ c. Use persuasion to de-escalate the threatened violence.
____ d. Use nondeadly weapons.
____ e. Use direct contact skills without using weapons.

7. **Which of the following states the correct response sequence of combative tactics?**

a. defensive, controlling, searching, arresting
b. defensive, counteroffensive, controlling, arresting, searching
c. arresting, searching, defensive, controlling
d. searching, arresting, defensive, counteroffensive, controlling

8. **In the list below, choose the 7 key words or terms which identify the 7 principles of combative arts by circling the letters of your choices.**

a. reaction time
b. momentum
c. grounding
d. disarming
e. balance
f. vulnerable areas
g. leverage
h. arresting tactics
i. use of large muscle groups
j. gravity

9. **Which of the following is the objective of defensive tactics?**

a. to gain the initiative following a successful defense
b. to stop all resistance through total restraint of subject
c. to survive the initial engagement
d. to make a conditioned physical and emotional response

10. **Which of the following is the objective of counteroffensive tactics?**

a. to gain the initiative following a successful defense
b. to stop all resistance through total control of subject
c. to survive the initial engagement
d. to make a conditioned physical and emotional response

11. **Which of the following is the objective of controlling tactics?**

a. to gain the initiative following a successful defense
b. to stop all resistance through total restraint of subject
c. to survive the initial engagement
d. to make a conditioned physical and emotional response

12. Which of the following is the objective of arresting tactics?

   a. to handcuff the subject
   b. to search the subject
   c. to stop all resistance through total control of subject
   d. to secure the subject and terminate the situation

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (V: B).

Answers to Pretest (V: B)

1. a
2. d
3. a
4. b
5. a
6. a. 2
    b. 5
    c. 1
    d. 4
    e. 3
7. b
8. a, b, e, f, g, i, j
9. c
10. a
11. b
12. d

Posttest (V: B)

1. What does the cognitive component of combative tactics refer to?

2. List at least **three** types of knowledge considered to be important in learning combative tactics.

3. Identify the conditions that must exist to justify use of deadly force (by Florida Law):

4. Identify the principal subject explored in the affective component of combative tactics.

5. What is the objective of regular contact-fighting matches for criminal justice personnel?

6. List in correct order the **five** steps to be followed when responding to a potentially violent situation.

7. List below the usual sequence of response tactics used by criminal justice personnel.

____

____

____

8. List the **seven** principles of the combative arts.

____

____

____

____

____

____

____

9. What is the desired objective of defensive tactics?

____

____

10. What is the desired objective of counteroffensive tactics?

____

____

11. What is the desired objective of controlling tactics?

____

____

12. What is the objective of arresting tactics?

____

____

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

Answers to Posttest (V: B)

1. mental capacity or knowledge

2. knowledge of "use of force" laws
knowledge of principles of combative arts
knowledge of the range of response

also acceptable:

understanding of law of response
perception of circumstances which might provide opportunity to de-escalate a violent confrontation
awareness of principles of response

3. when there is reasonable belief that it is necessary to prevent death or great bodily harm

4. emotional control during conflict

5. conditioned physical and emotional response

6. Use persuasion to de-escalate the threatened violence.

Use restraining methods.

Use direct contact skills without using weapons.

Use nondeadly weapons.

Use deadly weapons.

7. defensive
counteroffensive
controlling
arresting
searching

8. Maintain balance while putting your opponent off balance.

Maintain your own line of gravity and balance while upsetting your opponent.

Use large muscle groups (abdominal or back) as a source of power.

Use leverage to apply pain as a control mechanism.

Use momentum of an attack to opponent's disadvantage.

Develop conditioned reflex to reduce reaction time.

Use vulnerable body areas to control opponent.

9. to survive the initial engagement

10. to gain the initiative following a successful defense

11. to stop all resistance through total control of subject

12. to secure the subject and terminate the situation

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Performance Checklist

V: B Demonstrating Proficiency in Combative and Defensive Tactics

Student's Name: ________________________________

Evaluator: ______________________ Date: ______________

Tasks	Evaluator's Rating		
	A*	NA**	Comments
1. Psychomotor Skills			
o Defensive Tactics			
— blocking			
— parrying			
— evading			
o Counteroffensive Tactics			
— throwing			
— grounding			
— kicking/striking			
— disarming			
o Controlling Tactics			
— grappling			
— wrist and arm locking			
— choking/carotid block			
o Arresting Tactics			
— positioning			
— handcuffing on ground			
— searching			
2. Cognitive and Affective Skills			
o Calmness			
o Courtesy			

Tasks	Evaluator's Rating		
	A*	NA**	Comments
o Patience	____	____	____________________
o Self-control			
— body language	____	____	____________________
— facial expressions	____	____	____________________

*A: Acceptable
**NA: Not Acceptable

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the advantages of the light (1 x 24") baton over the heavier weapons.
2. Identify the advantages and disadvantages of the tonfa-type baton.
3. Identify the difference between "nondeadly" and "deadly" force in the use of the baton.
4. Identify the two techniques of "defensive tactics" and methods for using each.
5. Identify the three types of counteroffensive tactics.
6. Identify four types of controlling tactics.
7. Identify the steps of wall search tactics.
8. Identify the proper position of a prisoner's hands once handcuffs have been applied.

Performance Objectives

Given the police short baton, demonstrate proficiency in using the baton for each of the combative tactics listed on the performance checklist. You or your aide should use the performance checklist which is provided to evaluate the progress of your students. Their performance should be rated "A" (acceptable) on all tasks on the checklist.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Review the sequence of combative tactics which were presented in Unit B, "Combative Tactics."
3. Discuss the application of the police short baton to the sequence of combative tactics.
4. Show a light baton (1 x 24") and discuss its advantages over the heavier weapons (show examples if available).
5. Show a tonfa-type baton and discuss its advantages and disadvantages.
6. Show a nunchaku and discuss its advantages, disadvantages, and the constraints to be considered in its use.
7. Review the specific state and local laws and agency policies governing the various jurisdictions where your students may be employed which were presented in Unit B, "Combative Tactics."
8. Discuss using the police short baton with nondeadly and deadly force and the legal consequence of using the baton with inappropriate or excessive force.
9. Discuss the two techniques of defensive tactics and the methods of using the baton for each.
10. Discuss the three types of counteroffensive tactics and the methods of using the baton in each type.
11. Discuss the 4 types of controlling tactics and how the baton is used in each.
12. Review arresting tactics which were presented in Unit B, "Combative Tactics"; and in Unit D of Block I, "Law Enforcement System."
13. Compare the arresting and searching tactics using the baton with those techniques previously presented.
14. Discuss examples of situations requiring different tactics and techniques.
15. Review the rules of contact sports, courtesy in simulated contact fighting, and good sportsmanship which were presented in Unit B, "Combative Tactics."

Supporting Activities

Provide a regular routine of simulated contact-fighting sessions in which your students can practice the techniques of using the police short baton in combative situations. Practice should continue until students can perform each of the techniques effectively. All combative sessions should be monitored to insure the observance of the rules for conflict training which were presented in Unit B, "Combative Tactics."

Tools, Equipment, and Supplies

1. light baton
2. tonfa-type baton
3. other police short baton

physical injury waiver

Reference Materials

(List any other reference materials available to you.)

Hess, Joseph. Night Stick. Burbank: Ohara Publications, 1982.

Audiovisual Materials

(List any audiovisual materials available to you.)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. Which of the following are advantages of the light (1" x 24") baton?

   a. better balance
   b. more comfortable to carry
   c. greater tip velocity
   d. all of the above
   e. a and b, but not c

2. Which of the following are advantages of the tonfa-type batons?

   a. The extension (short handle) makes it convenient to carry.
   b. The fingers are not exposed in blocking.
   c. full blocking surface and good leverage
   d. all of the above
   e. b and c, but not a

3. Which of the following baton strikes are considered use of deadly force?

   a. strikes in head area
   b. strikes to legs and arms
   c. strikes in throat area
   d. all of the above
   e. a and c, but not b

4. Which of the following are considered to be defensive tactics?

   a. blocking
   b. parrying
   c. long thrust
   d. a and b, but not c
   e. a, b, and c

5. Which of the following statements regarding blocks and parrys are true?

   a. A parry is used to deflect a blow.
   b. A block is used to stop a blow.
   c. A parry can be a controlled pivot.
   d. all of the above
   e. none of the above

6. Which of the following are counteroffensive tactics?

   a. short jab, long thrust
   b. blocks and parrys
   c. grounding, come-alongs, arm locks
   d. searching, handcuffing

7. Which of the following best describes the objective of controlling tactics?

   a. to deflect or block a blow
   b. to ground and restrain the attacker
   c. to counter with jabs or thrusts
   d. to handcuff and search offender
   e. to evade and escape the offender

8. Which of the following are controlling tactics?

   a. placing subject against wall
   b. inflicting pain
   c. grounding
   d. all of the above
   e. b and c, but not a

9. Which of the following are objectives of wall search tactics?

   a. to keep offender off-balance
   b. to keep offender from attacking
   c. to find weapons or contraband
   d. a, b, and c
   e. a and b, but not c

10. Which of the following are true about handcuffing tactics?

   a. handcuffs double-locked
   b. backs of hands together, thumbs up
   c. hands in front
   d. all of the above
   e. a and b, but not c

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (V: C).

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Answers to Pretest (V: C)

1. d
2. e
3. e
4. d
5. d
6. a
7. b
8. d
9. d
10. e

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1. Which of the following are advantages of the light (1" x 24") baton? (Choose all correct answers.)
   - a. better balance
   - b. more comfortable to carry
   - c. provides full surface for blocking
   - d. greater tip velocity
2. Which of the following are advantages of the tonfa-type batons? (Choose all correct answers.)
   - a. full blocking surface and good leverage
   - b. greater tip velocity
   - c. fingers not exposed in blocking
   - d. the extension (short handle) makes it convenient to carry
3. Which of the following baton strikes are considered "use of deadly force" in baton strikes? (Choose all correct answers.)
   - a. strikes to legs and arms
   - b. strikes in throat area
   - c. strikes in head area
   - d. all of the above
4. Which of the following are considered to be defensive tactics? (Choose all correct answers.)
   - a. parrying
   - b. long thrust
   - c. baton arm bars
   - d. blocking
5. Which of the following are techniques of defensive tactics? (Choose all correct answers.)
   - a. retreating from attack
   - b. deflecting a blow
   - c. returning a blow
   - d. stopping a strike
6. Which of the following are counteroffensive tactics?
   - a. short jab, long thrust
   - b. blocks and parrys
   - c. grounding, come-alongs, arm locks
   - d. searching, handcuffing

7. Which of the following best describes the objective of controlling tactics?

   a. to deflect or block a blow
   b. to ground and restrain the attacker
   c. to counter with jabs or thrusts
   d. to handcuff and search offender

8. To hold the baton in the center, thrust it between the legs of an offender, turn it horizontally, and pull up between the legs describes the:

   a. baton hammer lock.
   b. come-along.
   c. long thrust.
   d. one-armed parry.

9. Which of the following are objectives of wall search tactics? (Choose **all** correct answers.)

   a. to keep offender off-balance
   b. to wear the offender down
   c. to find weapons or contraband
   d. to keep offender from attacking

10. Which of the following are true about handcuffing tactics? (Choose **all** correct answers.)

   a. handcuffs double-locked
   b. backs of hands together
   c. thumbs up
   d. hands in front

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

Answers to Posttest (V: C)

1. a, b, d
2. a, c
3. b, c
4. a, d
5. b, d
6. a
7. b
8. b
9. a, c, d
10. a, b, c

Performance Checklist
V: C Demonstrating Proficiency in Using the Police Short Baton

Student's Name: ______________________________

Evaluator: ______________________ **Date:** ______________

Tasks	**Evaluator's Rating** A*	 NA**	 Comments
1. Defensive Tactics			
o Attacks effectively **blocked** from any direction using:			
— two-handed grip	____	____	____________________
— one-handed grip	____	____	____________________
— one-armed high block	____	____	____________________
o Attacks effectively **parried** from any direction using:			
— two-handed grip	____	____	____________________
— one-armed parry	____	____	____________________
2. Counteroffensive Tactics			
o Effective technique demonstrated and advantage gained over opponent using:			
— short jab	____	____	____________________
— striking counteraction	____	____	____________________
— long thrust	____	____	____________________
3. Controlling Tactics			
o Effective technique demonstrated in:			
— grounding opponent	____	____	____________________
— come-along	____	____	____________________
— baton hammer lock	____	____	____________________
— baton arm bars	____	____	____________________

Tasks	Evaluator's Rating		
	A*	NA**	Comments
4. Arresting and Searching Tactics			
Using baton, complete:			
o search of an opponent in the wall position	____	____	____________________
o correct handcuffing of an opponent from the wall position.	____	____	____________________

*A: Acceptable
**NA: Not Acceptable

Objectives

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Identify the objectives of mobilization planning.
2. Identify the topics which must be documented in a typical operational policy.
3. Describe the structure of riot control groups.
4. Describe the tactics necessary to achieve riot control readiness.
5. Describe three weapon positions.
6. Describe 5 riot control formations.

Performance Objectives

Given a part as a squad member and/or as a squad leader, demonstrate proficiency in the following readiness routines by giving a sharp and coordinated performance of each as a squad member and/or as a squad leader. You or your aide should use the performance checklist which is provided to evaluate the progress of your students. Their performance should be rated "A" (acceptable) on all tasks on the checklist.

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1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the need to be physically fit and in mental, emotional, and psychological control in order to meet the stresses encountered during rioting. Discuss the self-discipline which should be developed through the activities of Units A, B, and C in relation to the requirements for riot control tactics.
3. Discuss the necessity for and objectives of mobilization planning.
4. Discuss the impact which rioting has on the total criminal justice system.
5. Discuss the necessity for the documentation of operational policy and provide actual examples of documentation if possible.
6. Discuss the structure and makeup of typical riot control groups.
7. Discuss the necessity for organized and disciplined readiness tactics in order to assemble control formations efficiently and effectively.
8. Discuss and demonstrate the weapons positions presented in the text and others which you may plan to include in your instruction.
9. Discuss the riot control formations presented in the text and others which you may plan to include in your instruction.

Supporting Activities

1. When students have acquired the knowledge needed for performance, make squad assignments. Rotate each student through the positions of squad member, squad leader, and, if your group is large enough, platoon leader.

2. Provide time in your schedule for regular squad practice of essential riot control tactics presented in the text and any others which you wish to include.

Tools, Equipment, and Supplies

(List any materials available to you.)

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Reference Materials

(List any reference materials available to you.)

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (V: D)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. Which **three** of the following systems must develop emergency plans for riot commands?

   a. law enforcement
   b. courts
   c. corrections
   d. human resource services

2. Which **two** of the following are objectives of police mobilization plans for riot response?

   a. Rehabilitate **all** participants of riot.
   b. Maintain control of riot situation.
   c. Prevent escalation of the riot situation.
   d. Move the riot to other places.

3. A typical mobilization plan documents operational policy for: (Choose **all** correct answers.)

   a. police mobilization procedures.
   b. functions of the mobile task force.
   c. use of chemical agents.
   d. enforcement policies.

4. Individual officers reporting for riot duty must be assigned to groups for effective deployment. Which of the following identifies the basic unit?

   a. squad unit
   b. platoon unit
   c. company unit
   d. task force unit

5. Which of the following tactics are necessary to achieve riot control readiness? (Choose **all** correct answers.)

   a. Follow the execution commands: Follow me. Move.
   b. Secure rooftops or other high ground areas.
   c. Follow the preparatory commands: Safe port. Short guard. On guard.
   d. Follow the preparatory commands: Line formation. Right echelon. Platoon wedge.
   e. Assemble riot control unit near scene but out of sight.
   f. Form up by following the execution commands: Fall in. Dress. Front. Face.

6. Which of the following weapon positions is used when troops are in close contact with a group showing resistance or hostility?

   a. safe port
   b. on guard
   c. short guard
   d. port arms

7. Which of the following is the arm signal for a line formation?

   a. outstretched arms at shoulder height
   b. right arm held higher, left arm lower
   c. both arms raised at 45-degree angles
   d. left arm high, right arm low

8. In which of the following conditions might an echelon formation be effectively used?

   a. penetrating a mob to make a rescue
   b. confronting a mob to move them back
   c. sweeping a street where store fronts are being smashed
   d. in controlling high ground

9. In which **two** of the following conditions would a wedge formation be used?

   a. controlling high ground
   b. penetrating a mob to make a rescue
   c. penetrating a mob to divide it in two
   d. clearing the location of the riot

10. Tactical riot formations are executed from:

   a. a wedge.
   b. a column.
   c. a circle.
   d. an echelon.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (V: D).

Answers to Pretest (V: D)

1. a, b, c
2. b, c
3. b, c, d
4. a
5. b, e, f
6. b
7. a
8. c
9. b, c
10. b

Posttest (V: D)

1. Emergency plans for riot commands must be developed by which components of the criminal justice system? (Choose **all** correct answers.)

   a. police association
   b. law enforcement
   c. courts
   d. corrections

2. The objectives of police mobilization plans for riot response are to: (Choose **all** correct answers.)

   a. restore law and order.
   b. maintain control of the riot situation.
   c. inform the public of the situation.
   d. prevent escalation of the situation.

3. Which of the following would **not** be part of a typical, documented operational plan?

   a. use of chemical agents
   b. dispersal orders
   c. enforcement policies
   d. personnel records

4. The basic unit for riot duty to which an officer is assigned is a:

   a. company unit.
   b. task force unit.
   c. squad unit.
   d. platoon unit.

5. Which of the following tactics are necessary to achieve riot control readiness: (Choose **all** correct answers.)

   a. Follow the preparatory commands: Line formation. Right echelon. Platoon wedge.
   b. Follow the preparatory commands: Safe port. Short guard. On guard.
   c. Form up by following the execution commands: Fall in. Dress. Front. Face.
   d. Follow the execution commands: Follow me. Move.
   e. Assemble riot control unit near scene but out of sight.
   f. Secure rooftops or other high ground areas.

6. When troops are in close contact with a group showing resistance or hostility, which of the following weapon positions is used?

   a. port arms
   b. short guard
   c. on guard
   d. safe port

7. The arm signal for a line formation is:

    a. right arm held higher, left arm lower.
    b. both arms raised at 45-degree angles.
    c. left arm high, right arm low.
    d. outstretched arms at shoulder height.

8. An echelon formation might be effectively used for:

    a. penetrating a mob to make a rescue.
    b. sweeping a street where store fronts are being smashed.
    c. confronting a mob to move them back.
    d. controlling high ground.

9. Under which of the following conditions would a wedge formation be used? (Choose **all** correct answers.)

    a. controlling high ground
    b. sweeping a street where store fronts are being smashed
    c. penetrating a mob to divide it in two
    d. penetrating a mob to make a rescue

10. To get a squad into position, which of the following does a squad leader do?

    a. controls the squad from the center of the column
    b. stays at the head of the column as leader
    c. leads the squad into position on the double, then takes position to the rear
    d. orders the position to be taken but stays to the rear

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

Answers to Posttest (V: D)

1. b, c, d
2. a, b, d
3. d
4. c
5. c, e, f
6. c
7. d
8. b
9. c, d
10. c

Performance Checklist
V:D Demonstrating Proficiency in Riot Response Tactics

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

Tasks	Evaluator's Rating A*	NA**	Comments
Criteria: Performances should be sharp and coordinated.			
1. Forming Up:			
o falling in	___	___	___________
o dress	___	___	___________
o facing	___	___	___________
2. Weapon Positions:			
o safe port	___	___	___________
o short guard	___	___	___________
o on guard	___	___	___________
3. Riot Control Formations:			
o line formation	___	___	___________
o right echelon	___	___	___________
o left echelon	___	___	___________
o platoon wedge	___	___	___________

*A: Acceptable
**NA: Not Acceptable

Knowledge Objectives

Upon completion of this unit, your students should be able to do the following on a written test:

1. Identify the two basic chemical agents used by police.
2. Describe four ways in which chemical weapons are dispersed.
3. Identify four methods of launching chemical weapons.
4. Identify at least four safety rules for handling firearms.
5. Identify the parts of the service revolver.
6. Identify at least two safety features of the modern revolver.
7. Describe the parts of a cartridge.
8. Identify the parts of the police shotgun.
9. Describe the components of a 12-gauge shell.
10. Describe the performance of the three most commonly used shot sizes.
11. List the advantages and disadvantages of the shotgun as a police weapon.
12. Describe three types of special weapons in the police arsenal.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the changes in criminal behavior in recent years and the changes which have been made in law enforcement to cope with these changes.

3. Discuss the two basic chemical agents used by police, the ways in which they are dispersed, and the methods of launching. If possible, have actual examples/samples of the agents and the weapons for launching to display for your students.

4. Discuss safety rules for handling firearms of all types.

5. Discuss the service revolver, its parts, and its safety features. Emphasize the importance of knowing the major parts and understanding the mechanical operation of firearms to be used. Show the weapons if available.

6. Display and discuss the parts of a cartridge.

7. Discuss the police shotgun, its parts, and its advantages and disadvantages. Show the weapon if available.

8. Show and discuss 12-gauge ammunition.

9. Discuss the special weapons being used by police departments today to combat group criminal activity. Show the weapons if available.

NOTE: Due to the involvement of dangerous weapons, a practical exercise is not included in this unit.

Supporting Activities

1. Visit the local police department or invite them to your class and have the actual weapons displayed for your students.
2. Visit the local police department's firing range if possible.
3. Borrow training films from your local police department about the use of firearms and safety in handling firearms.

Tools, Equipment, and Supplies

(List any basic police weapons available to you to show your students.)

Reference Materials

(List any reference materials available to you.)

Audiovisual Materials

(List any audiovisual materials available to you.)

This pretest will show you how much you already know about the subject covered and what to look for in this unit. If you do well on this pretest, your instructor may let you skip this unit or part of it. If you cannot answer a question, simply go to the next question.

1. Which of the following are basic chemical agents used by police?

   a. SC and CN
   b. CN and CS
   c. NC and CS
   d. DM and SN
   e. nerve gas

2. In which of the following tactical situations might chemical agents be used?

   a. riot control and mob dispersion
   b. barricaded person sniping at other persons
   c. disorderly conduct in a public place
   d. a and b, but not c
   e. a, b, and c

3. Which type of chemical dissemination uses hot gases to vaporize a liquid agent?

   a. expulsion
   b. fog
   c. liquid
   d. pyrotechnic
   e. solid

4. Which of the following are methods of launching chemical agents?

   a. hand-thrown grenades
   b. shotgun launchers
   c. shoulder or handgun launchers
   d. a, b, and c
   e. a and b, but not c

5. List **four** safety rules for handling firearms.

   ____

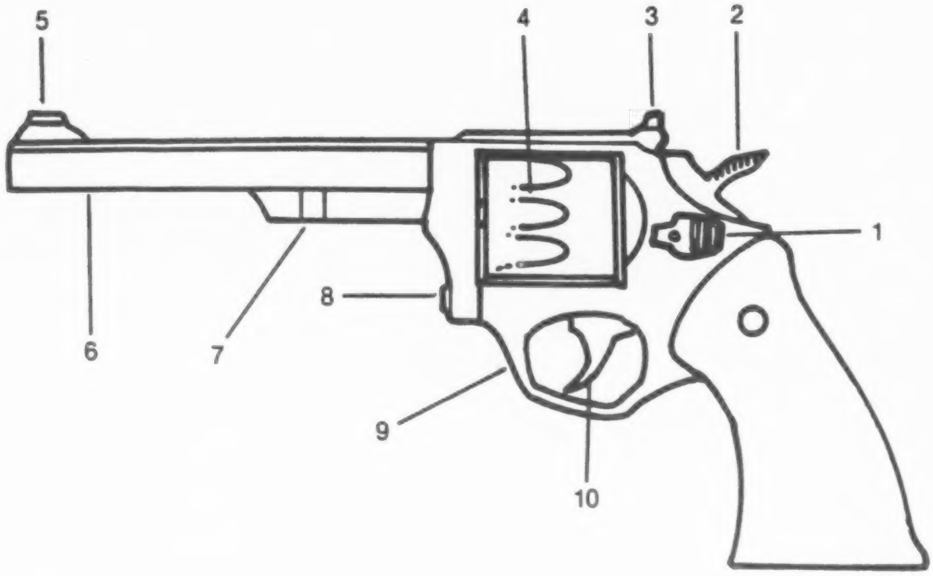
   ____

   ____

   ____

   ____

6. Label the parts of the service revolver by writing the number of the part shown on the following diagram beside the letter for its name.



____ a. front sight
____ b. cylinder
____ c. rear sight
____ d. cylinder latch
____ e. hammer

____ f. barrel
____ g. trigger
____ h. trigger guard
____ i. ejector rod
____ j. crane

7. Which of the following is true about double-action firing of the revolver?

   a. squeeze the trigger without cocking hammer
   b. cock hammer back, then squeeze trigger
   c. both a and b
   d. b, but not a
   e. none of the above

8. Which of the following are safety features of the modern revolver?

   a. block between hammer and cartridge except when trigger is to the rear
   b. heavy double-action trigger pull
   c. hammer must be fully cocked for single-action firing
   d. a, b, and c
   e. b and c, but not a

9. Which of the following best describes one round of ammunition?

   a. one complete cartridge ready for firing
   b. a brass or steel cylinder closed at one end
   c. a primer and powder charge
   d. the projectile, made of lead
   e. the case and projectile combined

10. Which of the following statements best describes the bore of a shotgun?

   a. a bore with lands and grooves
   b. a smooth bore without lands and grooves
   c. a bore with grooves or rifling
   d. all of the above
   e. none of the above

11. Which of the following statements best describes the buckshot used in shotgun shells?

   a. a single-lead projectile in the nose of a brass casing
   b. a slug with land and groove markings
   c. a number of round lead pellets
   d. a single large lead ball
   e. a casing with primer and powder

12. The single-lead pellet which has land and groove marks on its sides and a muzzle velocity of 1600 feet per second describes which 12-gauge ammunition?

   a. No. .38 cartridge
   b. No. 04 buckshot
   c. No. 00 buckshot
   d. a rifled slug
   e. No. .45 cartridge

13. Ammunition which contains 9 lead .33 caliber balls, 8 of which will group in a 30-inch circle at 40 yards, describes which 12-gauge ammunition?

   a. No. 04 buckshot
   b. No. .38 cartridge
   c. No. .45 cartridge
   d. a rifled slug
   e. No. 00 buckshot

14. Which of the following are advantages of the shotgun?

   a. It can fire a single projectile effective at close range.
   b. It can fire an effective close-range pattern of projectiles without long-range problems.
   c. It can be used to launch chemical agents.
   d. all of the above
   e. a and b, but not c

15. Which of the following are considered to be special weapons?

    a. sniper rifle with telescopic sights
    b. short-barreled shotgun with no stock
    c. semiautomatic rifle
    d. all of the above
    e. a and b, but not c

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (V: E).

Answers to Pretest (V: E)

1. b
2. d
3. b
4. d
5. Any four of the following:

   All guns should be handled as though they were loaded.

   When a firearm is picked up, open the cylinder or action immediately to see if it is unloaded—then check it again.

   A firearm should be given to or received from another person only with the cylinder or action open.

   Before loading, always check to be sure there is no obstruction in the barrel of a firearm.

   A loaded gun should never be left where children or untrained persons have access to it.

   Practice drawing and firing only on the firing range and keep the firearm pointed down range at all times.

   Firearms are pointed at a person you are justified in killing.

   When using a weapon in service, never cock the hammer back.

6. a. 5
   b. 4
   c. 3
   d. 1
   e. 2
   f. 6
   g. 10
   h. 9
   i. 7
   j. 8
7. a
8. d
9. a
10. b
11. c
12. d
13. e
14. d
15. d

1. The basic chemicals used by police are:

   a. DM and SN.
   b. SC and CN.
   c. NC and CS.
   d. CS and CN.

2. Which of the following are ways in which chemical agents may be dispersed? (Choose **all** correct answers.)

   a. expulsion
   b. frozen
   c. pyrotechnic
   d. liquid

3. In which method of dispersing chemical agents is an explosive or other force used to eject a micropulverized agent?

   a. expulsion
   b. pyrotechnic
   c. fog
   d. liquid

4. Basic chemical weapons may be launched by which method(s)? (Choose **all** correct answers.)

   a. shotgun launcher
   b. shoulder or handgun launcher
   c. mechanical slingshot
   d. rifle launcher

5. When handling firearms you should: (Choose **all** correct answers.)

   a. check to be sure that there is no obstruction in the barrel.
   b. pass the weapon to another person only if you have it pointed at the floor.
   c. check the weapon immediately to see if it is loaded.
   d. never leave a loaded weapon where untrained persons can reach it.

6. Identify the parts of the service revolver in the following diagram by writing the number of the part by its name.

____ a. barrel
____ b. crane
____ c. cylinder
____ d. cylinder latch
____ e. ejector rod
____ f. firing pin
____ g. front sight
____ h. hammer
____ i. rear sight
____ j. stock
____ k. trigger
____ l. trigger guard

7. Safety features on a modern revolver include: (Choose **all** correct answers.)

   a. a hammer which must be fully cocked for single-action firing.
   b. a double-action firing pin.
   c. trigger pull with heavy double-action.
   d. a safety latch on the trigger guard.

8. A brass or steel cylinder closed at one end describes which component of a cartridge?

   a. bullet
   b. case
   c. primer
   d. powder charge

9. Which part of a cartridge burns rapidly when ignited and generates the propelling force of gas?

   a. bullet
   b. round
   c. primer
   d. powder charge

10. Label the following diagram of a police shotgun by writing the number from the diagram in front of the name for that part.

____ a. barrel
____ b. breech block
____ c. butt plate
____ d. comb
____ e. ejection port
____ f. fore-end
____ g. front sight
____ h. heel
____ i. loading port
____ j. magazine
____ k. muzzle
____ l. receiver
____ m. safety
____ n. stock
____ o. trigger
____ p. trigger guard

11. Match the description of the 12-gauge shell component with its name. Write the number of the description in front of the part name.

Name	**Description**
____ a. case	1. ignites the powder
____ b. primer	2. holds the components
____ c. powder	3. the projectile(s)
____ d. wadding	4. propelling force
____ e. shot	5. seals the powder

12. The single lead pellet which has land and groove marks on its sides and a muzzle velocity of 1600 feet per second describes which 12-gauge ammunition?

   a. No. .38 cartridge
   b. No. 04 buckshot
   c. No. 00 buckshot
   d. a rifled slug

13. Ammunition which contains 9 lead .33 caliber balls, 8 of which will group in a 30-inch circle at 40 yards describes which 12-gauge ammunition?

    a. a rifled slug
    b. No. 00 buckshot
    c. No. 04 buckshot
    d. No. .38 cartridge

14. Which of the following are disadvantages of the shotgun in police work? (Choose **all** correct answers.)

    a. Its size makes it inconvenient to conceal or carry.
    b. Shotguns are expensive.
    c. Shotguns have an adverse effect on the general public.
    d. It is difficult to train officers to use them.

15. Which of the following are considered to be special weapons? (Choose **all** correct answers.)

    a. semiautomatic rifle
    b. sniper rifle with telescopic sights
    c. short-barreled shotgun with folding stock
    d. short-barreled shotgun with no stock

Give the completed test to your instructor.

Answers to Posttest (V: E)

1. d

2. a, c, d

3. a

4. a, b

5. a, c, d

6. a. 12
   b. 10
   c. 2
   d. 6
   e. 11
   f. 4
   g. 1
   h. 5
   i. 3
   j. 7
   k. 8
   l. 9

7. a, b, c

8. b

9. d

10. a. 14
    b. 12
    c. 7
    d. 10
    e. 13
    f. 1
    g. 15
    h. 8
    i. 3
    j. 2
    k. 16
    l. 11
    m. 6
    n. 9
    o. 5
    p. 4

11. a. 2
    b. 1
    c. 4
    d. 5
    e. 3

12. d

13. b

14. a, c

15. a, b, c, d

Block V: Proficiency Skills

Unit F: Rescue Tactics

Section 1: Rescue Equipment

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the most reliable of the natural fiber ropes to be used in rescue work.
2. Identify the most reliable of the synthetic fiber ropes to be used in rappelling.
3. List three advantages of nylon over manila for use in rescue work.
4. List the data needed for selecting the proper size of rope for a rescue situation.
5. List the precautions for the care and protection of ropes.
6. Compare the relative strength of a loop formed by a knot with one formed using an eye-splice.
7. List 5 reliable knots and how each can be used in rescue work.
8. Identify the most dependable knot for anchoring life-support lines.
9. Describe the three basic types of blocks for use in rescue work.
10. List three uses of a carabiner.
11. List three methods of transferring a person on a highline.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the advantages and disadvantages of the various kinds of natural fiber ropes. Show examples of each type.
3. Discuss the advantages and disadvantages of the various kinds of synthetic fiber ropes. Show examples of each type.
4. Discuss the advantages of nylon over manila for use in rescue work.
5. Discuss the factors involved in selecting the proper size of rope for a particular rescue situation. Emphasize that no two situations in which rope is used are the same and that many factors must be considered before a selection is made.
6. Discuss and emphasize the precautions for the care and protection of ropes. Cite the problems which occur when ropes in poor condition are used. Demonstrate how to twist strands open to inspect them.
7. Discuss the relative strength of a loop formed by a knot and one formed by an eye-splice. Display a double-eye anchor line if available and compare the eye-splice with a loop formed by a knot.
8. Discuss the 5 knots included in this section and the particular use which is made of each. Supplement the illustrations in the text with samples of the knots tied with rope.
9. Point out that the bowline knot is the most dependable knot for anchoring life-support lines.
10. Discuss the three basic types of blocks: single, double, and snatch. If blocks are available, demonstrate how each is reeved and used.
11. Demonstrate the various types of carabiners and discuss how and when each should be used.
12. Discuss the three methods of transferring a person on a highline. Display and discuss any rescue hardware which you may have available.

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If appropriate for your group, provide materials and require proficiency in:

- tying the 5 basic knots presented in the text
- whipping rope ends
- eye-splicing.

Tools, Equipment, and Supplies

1. blocks: single, double, and snatch
2. various items of tackle
3. all types of carabiners
4. bosun's chair and backboards
5. natural fiber ropes: manila, sisal, cotton, hemp, linen, and jute
6. synthetic fiber ropes: nylon, Dacron (polyester), polyethelene, and polypropylene
7. galvanized steel, aircraft-quality, stranded cable, if available
8. examples of the 5 knots included in this section: simple overhand, half-hitch, square, bowline, figure eight, as well as a whipped rope end and an eye-splice.

Reference Materials

(List any reference materials available to you.)

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Audiovisual Materials

(List any audiovisual materials available to you.)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Of the natural fiber ropes, which of the following is most reliable for rescue work?

   a. manila
   b. sisal
   c. cotton
   d. linen

2. Of the synthetic fiber ropes, which of the following is most reliable for rappelling?

   a. polyester
   b. nylon
   c. polyethelene
   d. polypropylene

3. Which of the following are advantages of nylon over manila rope in rescue work?

   a. Nylon is stronger and more elastic.
   b. Nylon is more resistant to rot and abrasion.
   c. both a and b
   d. a, but not b

4. Which of the following is the most important relationship between blocks and ropes to be used together?

   a. Manila should be used with single blocks.
   b. Only double blocks should be used with nylon.
   c. Block sheaves should be smaller than rope used.
   d. Blocks should be large enough to prevent binding and chafing.

5. Which of the following precautions should be observed in the care and protection of ropes?

   a. Never overload.
   b. Keep ropes clean.
   c. a, but not b
   d. both a and b

6. Which of the following type of loop has the greatest strength?

   a. a loop formed by an eye-splice
   b. a loop formed from a bowline
   c. a loop formed with a square knot
   d. a loop formed from two half-hitches

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7. Which of the following knots is most dependable for anchoring life-support lines?

   a. a square knot
   b. two half-hitches
   c. a bowline
   d. a figure eight

8. Which of the following are basic blocks for use in rescue work?

   a. single and double blocks
   b. snatch blocks
   c. both a and b
   d. a, but not b

9. Which of the following functions can a carabiner be used for?

   a. rappelling
   b. fastening lines together and securing anchor
   c. a, but not b
   d. both a and b

10. Which of the following can be used for transferring a person on a highline?

   a. a Swiss seat or bosun's chair
   b. a basket stretcher
   c. a, but not b
   d. both a and b

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (V: F-1).

Answers to Pretest (V: F-1)

1. a
2. b
3. c
4. d
5. d
6. a
7. c
8. c
9. d
10. d

1. Which of the natural fibers is used to make the most reliable rope used in rescue work?

   a. linen
   b. manila
   c. cotton
   d. sisal

2. Which of the synthetic fibers is used to make the most reliable rope used in rappelling?

   a. polyester
   b. polyethelene
   c. nylon
   d. polypropylene

3. Why is a nylon rope better than manila for rescue work? (Choose **all** correct answers.)

   a. Nylon floats, which makes it useful for water rescue.
   b. Nylon is stronger and more elastic than manila.
   c. Nylon does not stretch.
   d. Nylon is resistant to rot and abrasion.

4. What data are needed in order to select a proper size of rope for a particular rescue situation? (Choose **all** correct answers.)

   a. block sizes available
   b. which company made the rope
   c. maximum work load and safety factor
   d. weight of equipment to be used in the rescue

5. An officer who weighs 180 pounds is preparing to rescue a stranded person who weighs 120 pounds and will need other equipment which weighs 20 pounds. The officer should select a rope with a tensile strength of:

   a. 1,000 pounds.
   b. 1,500 pounds.
   c. 1,600 pounds.
   d. 1,900 pounds.

6. In order to give reliable performance, what care and protection should ropes receive? (Choose **all** correct answers.)

   a. Ropes should be kept clean.
   b. Ropes should be used with proper block size.
   c. Ropes should be stored in open, fresh-air areas.
   d. Ropes should be inspected frequently.

7. The loop which has the greatest strength for rescue work is formed:

   a. from two half-hitches.
   b. from a bowline.
   c. with a square knot.
   d. by an eye-splice.

8. Which knot is a must for anchoring lines at the top of rappelling lines and main lines?

   a. bowline knot
   b. figure eight knot
   c. overhand knot
   d. square knot

9. Which knot should **not** be used in a life-support capacity in any case?

   a. bowline knot
   b. figure eight knot
   c. simple overhand knot
   d. square knot

10. The knot which is used in a variety of ways in rescue rigging and is most dependable is the:

    a. square knot.
    b. simple overhand knot.
    c. bowline knot.
    d. half-hitch.

11. The double block has:

    a. two shells.
    b. two hinges.
    c. two hasps.
    d. two sheaves.

12. Which block has a hinge on one side and a hasp on the other?

    a. snatch block
    b. tackle block
    c. single block
    d. double block

13. Which type of carabiner should be used in rescue work?

    a. one with a gate that can be opened inwards
    b. one with a gate that can be opened outwards
    c. one with a screw sleeve on the gate
    d. one without a gate

14. For which of the following would a rescuer use a carabiner? (Choose **all** correct answers.)

    a. throwing from one building to another
    b. joining two ropes
    c. securing ropes at anchor points
    d. rappelling

15. Which of the following are used for patient transfers during highline rescue operations? (Choose **all** correct answers.)

    a. backboard
    b. basket stretcher
    c. bosun's chair
    d. grappling hook

Give the completed test to your instructor.

Answers to Posttest (V: F-1)

1. b

2. c

3. b, d

4. a, c, d

5. c

6. a, b, d

7. d

8. a

9. d

10. c

11. d

12. a

13. c

14. b, c, d

15. a, b, c

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Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. List the elements of rescue common to all types of disasters.
2. List the four steps in victim assessment in their correct order.
3. List the hazardous conditions that may require immediate removal of victims.
4. List the vital signs that must be determined as soon as possible.
5. List the items of information that should be communicated to the nearest emergency medical facility.
6. List the conditions included in the three triage priorities by category.
7. Describe at least four types of short-distance transfer methods at ground level.
8. Describe the procedure for rescuing a victim from vehicular wreckage.
9. Describe the procedure for rescuing a victim from an electrical source.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the elements of rescue common to all types of disasters. Review the rescue equipment presented in Section 1 of Unit F. Emphasize that each situation is unique and that each element (tactics, equipment, victim assessment, triage, or decision on the method of transfer) affects the selection of or decision about the others.

3. Discuss the importance of victim assessment and the priority of the steps to be followed. Review the information presented in the EMS block of instruction which relates to victim assessment.

4. Discuss the hazardous conditions from which disaster victims must be removed as described in Step 2 of "Victim Assessment." Have students give examples and cite experiences they may know about.

5. Discuss the vital signs of the victim which must be determined as soon as possible. Review the information presented in the EMS block of instruction concerning techniques and methods for determining the vital information.

6. Discuss the information which needs to be communicated to the emergency medical facility to which the victim is to be transferred (see Item 7).

7. Discuss the meaning of triage and its philosophy. Review the information presented in the EMS block of instruction which will assist determining which conditions are prioritized by the triage philosophy. Emphasize that a major emergency can overload a hospital emergency ward and that the triage philosophy is not complete until assignment of victims to an appropriately prepared medical facility has been made.

8. Discuss and demonstrate the various types of short-distance transfer methods at ground level as presented in the text. Emphasize that an injured person should be moved without a medical evaluation **only** under hazardous conditions.

9. Discuss and demonstrate the procedure for rescuing a victim from vehicular wreckage. Emphasize the relationship between the severity of the wreck and physical injury.

10. Discuss the importance of procedural techniques in handling severely injured victims so that their injuries will not be compounded. Emphasize the importance of having an EMT Certified Paramedic available whenever possible and the requirement that all rescue persons know the medical procedures which should be followed.

11. Give examples of the usual causes of injury from electricity and discuss the procedures for rescuing victims from electrical sources. Emphasize the fact that direct contact must not be made between the ground and a victim who is touching a live circuit. Demonstrate ways in which this contact can be avoided.

12. Vocabulary and terms which may need definition or clarification:

    - CPR
    - cardiac
    - carotid artery
    - cervical collar
    - coronary resuscitation
    - cyanosis
    - diastolic blood pressure
    - EMT Certified Paramedic
    - ETA (estimated time of arrival)
    - femoral artery
    - radial artery
    - sphygmomanometer
    - systolic blood pressure
    - triage

Tools, Equipment, and Supplies

The following equipment will be helpful in demonstrating the methods and techniques of ground level rescues:

- blanket
- long backboard
- straps
- sandbags
- short spine board
- cervical collar
- rubber gloves for rescue from electrical source
- insulating materials and devices

Reference Materials

Physical Fitness for Law Enforcement Officers, Federal Bureau of Investigation, U. S. Government Printing Office, 1972.

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (V: F-2)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Which of the following are the largest classifications of disasters requiring rescue operations?

   a. man-made disasters
   b. natural disasters
   c. both a and b
   d. a, but not b
   e. none of the above

2. Which of the following are elements common to all types of disasters?

   a. tactics and equipment
   b. victim assessment and triage
   c. decision on method of transfer
   d. all of the above
   e. a and c, but not b

3. Which of the following are factors that must be considered in a decision on the method of transfer?

   a. patient's condition
   b. if the patient is at ground level, high level, or low level
   c. equipment available
   d. all of the above
   e. a and b, but not c

4. Which of the following lists the proper priority in patient assessment?

   a. clear airway, pulse, serious bleeding
   b. serious bleeding, clear airway, pulse
   c. pulse, serious bleeding, clear airway
   d. pulse, clear airway, serious bleeding
   e. none of the above

5. Which of the following are considered to be conditions so hazardous that a patient must be immediately removed?

   a. dangerous traffic conditions
   b. electrical hazards
   c. fire or smoke
   d. all of the above
   e. a and b, but not c

6. Which of the following are vital signs that must be determined as soon as possible?

   a. mental condition, discomfort, alertness
   b. pulse rate, respiration, blood pressure, temperature
   c. unconsciousness, fractures, bleeding

7. Which of the following should be communicated to the hospital where the patient is to be transported?

   a. age, level of consciousness, vital signs
   b. nature of problem, history
   c. ETA at hospital
   d. all of the above
   e. a and b, but not c

8. Which of the following are first-priority conditions for transfer to a hospital?

   a. respiratory and cardiac difficulties
   b. death
   c. minor fractures
   d. severe fractures
   e. all of the above

9. Which of the following are short-distance transfer methods at ground level?

   a. blanket carry
   b. fireman's drag and fireman's carry
   c. stretcher carries
   d. all of the above
   e. none of the above

10. Which of the following types of injuries must be assumed when vehicular wreckage is severe?

   a. spinal injury
   b. severe bleeding
   c. cardiac arrest
   d. burns
   e. none of the above

11. Which of the following are guidelines for rescuers when rescuing a victim from an electrical source? (Choose all correct answers.)

   a. Rescuers must wear rubber gloves.
   b. Rescuers must free the victim before taking time to find the power source.
   c. Rescuers must use insulated devices to remove wires from the victim.
   d. Rescuers must stand on the ground to prevent direct contact.
   e. Rescuers must first cover the victim with a blanket.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (V: F-2).

Answers to Pretest (V: F-2)

1. c
2. d
3. d
4. a
5. d
6. b
7. d
8. a
9. d
10. a
11. a, c

1. Which of the following items are elements of rescue common to all types of disasters? (Choose **all** correct answers.)

   a. decision on method of transfer
   b. search for source of obstruction
   c. victim assessment and transfer
   d. tactics and equipment

2. The four steps of victim assessment are listed below. Arrange them in order of priority by writing **1** before the first priority, **2** before the second, and so on.

   ___ a. Determine vital signs.
   ___ b. Remove from hazardous conditions.
   ___ c. Communicate to medical assistance facility.
   ___ d. Search for life-threatening conditions.

3. Hazardous conditions which would require the immediate removal of victims are: (Choose **all** correct answers.)

   a. electrical hazards.
   b. fire and smoke.
   c. high level hazards.
   d. traffic.

4. Which of the following are vital signs which must be determined as soon as possible? (Choose **all** correct answers.)

   a. level of consciousness
   b. pulse and respiration rate
   c. blood pressure and oral temperature
   d. cyanosis

5. Which of the following sequences **a-d** includes the 6 items of information that should be communicated to the nearest emergency medical facility where a victim is to be transferred. Identify the 6 items from the list below, then circle the letter of your choice.

   1. blood type
   2. age
   3. address of victim
   4. vital signs
   5. name of nearest relative
   6. nature of problem
   7. level of consciousness
   8. known history
   9. ETA disaster scene
   10. ETD disaster scene
   11. ETA at hospital
   12. ETD at hospital

   a. 1, 2, 3, 4, 5, 9
   b. 1, 4, 5, 7, 8, 10
   c. 2, 4, 6, 7, 8, 11
   d. 1, 3, 4, 6, 8, 9

6. Which of the following concepts are included in the triage philosophy? (Choose all correct answers.)

   a. The order in which victims are to be transported to a medical facility is determined by triage.
   b. Severely injured persons should not be moved before evaluation regardless of the existing hazards.
   c. Victims who are in severe shock are unconscious so they can be treated after all other victims.
   d. The severity of injury is sorted out in a priority system.

7. Indicate the priority given in the triage system to each of the following conditions: On the line before each condition, write 1 for first priority, 2 for second priority, or 3 for third priority.

   ___ a. back injuries
   ___ b. burns
   ___ c. cardiac difficulties
   ___ d. minor fractures
   ___ e. open chest or abdominal wounds
   ___ f. respiratory difficulties
   ___ g. severe bleeding
   ___ h. severe fractures
   ___ i. severe head injuries
   ___ j. severe shock
   ___ k. those obviously dead

8. When transferring a victim using the blanket carry:

   a. move the victim carefully onto a blanket on his/her stomach.
   b. always pull in the direction of the long axis of the body.
   c. hold the blanket at the feet of the victim.
   d. hold the head and foot portions of the blanket and pull.

9. Which short-distance transfer are you using if you grasp a victim from behind, pass your arms under the armpits and interlock them across the chest, then lift the head and shoulders as you pull the victim to safety?

   a. fireman's drag
   b. fireman's carry
   c. pack strap carry
   d. across chest pull

10. The best method for loading a seriously injured person on a stretcher is to use a:

   a. four-man loading team.
   b. three-man loading team.
   c. long backboard.
   d. short spine board.

11. If spinal injury is suspected, the victim should be: (Choose **all** correct answers.)

    a. transferred in a blanket stretcher.
    b. secured to a long backboard.
    c. secured by an EMT Certified Paramedic.
    d. allowed freedom of arm movement.

12. When rescuing a victim from a wreck where vehicular damage is severe:

    a. traction should be applied to the victim's legs.
    b. remove the victim from the vehicle immediately.
    c. the victim should be strapped to a long backboard before being removed from the vehicle.
    d. expect that spinal damage is likely.

13. Which of the following are guidelines for rescuers when rescuing a victim from an electrical source? (Choose **all** correct answers.)

    a. Rescuers must stand on the ground to prevent direct contact.
    b. Rescuers must use insulated devices to remove wires from the victim.
    c. Rescuers must free the victim before taking time to find the power source.
    d. Rescuers must wear rubber gloves.

Give the completed test to your instructor.

Answers to Posttest (V: F-2)

1. a, c, d

2. a. 3
   b. 2
   c. 4
   d. 1

3. a, b, d

4. b, c

5. c

6. a, d

7. a. 2
   b. 2
   c. 1
   d. 3
   e. 1
   f. 1
   g. 1
   h. 2
   i. 1
   j. 1
   k. 3

8. b

9. d

10. a

11. b, c

12. d

13. b, d

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Define the term "rappelling."
2. Describe the best type of rope for rappelling lines.
3. List the equipment required in rappelling.
4. Explain how the rappelling line is secured at the anchor point.
5. Identify the voice signals given by the rappeller and belay team before they start the descent.
6. Explain how the rappeller controls the rate of descent.
7. Explain how the belay team can control the rate of descent.
8. Explain who controls the descent rate as well as how it is controlled when casualties and stretcher patients must be lowered.
9. Describe two ways in which uninjured persons may be lowered to safety.
10. Identify three items of equipment which are needed to make a vertical ascent and explain how they are used.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the meaning of the word "rappelling" and its origin as a mountaineering skill. Discuss its application in law enforcement today in vertical descents, escapes from high-level hazards, high-level rescues, and assault tactics.

3. Briefly review the natural and synthetic ropes discussed in Section F-1, "Rescue Equipment." Discuss the nylon rope recommended for rappelling and the qualities required. Display a rappelling rope.

4. Discuss the equipment required in rappelling and display examples, if available, or use pictures to illustrate your discussion. Review the characteristics of equipment which were presented in Section F-1.

5. Discuss securing the rappelling line at anchor points. Suggest a variety of methods and emphasize their similarities.

6. Discuss and demonstrate the sequence involved in first, rigging a Swiss seat, then hooking it up to prepare for a descent on the rappelling line. Identify the standard voice signals used by the rappeller and the belay person(s).

7. Discuss how the rate of descent is controlled by the rappeller; by the belay team.

8. Discuss the variety of ways the rappelling line can be used for descent from a higher to lower level. Include the ways in which casualties in harnesses and seats, patients on stretchers, and uninjured persons can be moved. Discuss the various items which can be used to improvise rescue equipment for emergencies. Display and demonstrate any equipment which you may have available.

9. Discuss vertical ascents, displaying the equipment required, if available, and explaining how to use the equipment in a variety of situations.

1. If appropriate for your group, provide materials and require proficiency in:

   - securing rigging lines
   - rigging a rope (Swiss) seat
   - hooking up to a rappelling line.

2. If your situation allows and it is appropriate for your group, provide materials and require proficiency in the following skills:

   - basic vertical descent from a window or ledge
   - rescue of an uninjured person from a higher to a lower level
   - descent of a stretcher patient by a belay team
   - ascent to a higher level by using a grapnel and knotted rope
   - ascent by rigging a rope ladder

Tools, Equipment, and Supplies

The following are examples of equipment for display and demonstration, if practical:

- rope—natural, synthetic
- rope—rappelling
- rope—knotted with figure eight knots every 8 to 10 inches
- rope—ladder
- rope—double-eye anchorline
- hardware—carabiners or snap links
- gloves—heavy cloth and leather
- bosun's chair
- materials for "A" frame
- backboards
- grapnel

Reference Materials

(List any reference materials available to you.)

Audiovisual Materials

(List any audiovisual materials available to you.)

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This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Rappelling is a method of:

   a. making vertical descents.
   b. making high-level rescues.
   c. escaping high-level hazards.
   d. a, b, and c
   e. a and b, but not c

2. Which of the following is the best type of rope for the rappelling line?

   a. nylon
   b. Dacron
   c. manila
   d. cotton
   e. linen

3. Which of the following are equipment requirements for basic rappelling?

   a. rope and gloves
   b. Swiss seat
   c. carabiner
   d. a and b, but not c
   e. a, b, and c

4. Which of the following should be observed in securing rappelling lines at the anchor point?

   a. Pad the anchor point.
   b. Wrap the rope twice around anchor point.
   c. Tie with bowline and two half-hitches.
   d. Secure end with a snap link.
   e. all of the above

5. Which of the following are voice signals used in rappelling?

   a. "On rappel"—by rappeller when ready to descend
   b. "Ready—go"—by belay crew when they are ready to attend the line
   c. "On belay"—by belay crew when they are ready to attend the line
   d. a and b, but not c
   e. a and c, but not b

6. Which of the following best describes how the rappeller controls the rate of descent?

   a. by the grip on the line by the guide hand
   b. by the grip on the line in the small of the back by the brake hand
   c. by squeezing the rope between the legs
   d. only the belay crew controls descent
   e. none of the above

7. Which of the following best describes how the man on belay can control the descent of the rappeller if necessary?

   a. by leaving the line completely slack
   b. by tightening the line to stop descent
   c. being alert to catch the rappeller if descent is too fast
   d. none of the above
   e. all of the above

8. How is the rate of descent of stretcher patients controlled?

   a. The patient controls the descent.
   b. The carabiner automatically controls descent.
   c. The belay team controls descent.
   d. all of the above
   e. none of the above

9. Which two of the following descriptions indicate how an uninjured person may be lowered to safety?

   a. holding on to the rappeller's back
   b. suspended below the rappeller in a rope swing
   c. supported above the rappeller on a sling
   d. seated in the rappeller's lap, face to face

10. Which of the following items of equipment are used for making vertical ascents?

   a. knotted rope and grapnel
   b. rope ladder
   c. carabiner and Swiss seat
   d. a and b, but not c
   e. a, b, and c

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (V: F-3).

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Answers to Pretest (V: F-3)

1. d
2. a
3. c
4. c
5. c
6. b
7. b
8. c
9. b, d
10. d

1. The definition of rappelling includes: (Choose **all** correct answers.)

   a. escape from high-level hazards.
   b. high-level rescue.
   c. technique used in assault tactics.
   d. vertical descents from higher to lower levels.

2. A rappelling line should meet which of the following specifications? (Choose **all** correct answers.)

   a. 1/2-inch diameter nylon rope
   b. 2,000 pound breaking strength
   c. 120 feet long
   d. 1/3 stretch factor

3. Which of the following are required equipment for basic rappelling? (Choose **all** correct answers.)

   a. carabiner
   b. rope and gloves
   c. Swiss seat
   d. rope ladder

4. The steps for securing a rappelling line are listed below. Arrange them in the correct sequence by writing **1** in front of the first step, **2** in front of the second step, and so on.

   ____ a. Drop line down the side of the building.
   ____ b. Pad the anchor point.
   ____ c. Secure end with snap link.
   ____ d. Take up any slack.
   ____ e. Tie with bowline and two half-hitches.
   ____ f. Wrap the rope twice around the anchor point.

5. Which of the following are voice signals used in rappelling? (Choose **all** correct answers.)

   a. "On rappel"—by rappeller when ready to descend
   b. "Ready—go"—by belay crew when they are ready to attend the line
   c. "On belay"—by belay crew when they are ready to attend the line
   d. "Rappeller ready"—by rappeller when ready to descend

6. To control the rate of descent, the rappeller: (Choose **all** correct answers.)

   a. twists the rappelling line with the brake hand.
   b. uses the right hand as the guide hand.
   c. places the brake hand in the small of the back.
   d. uses the left hand as the brake hand.

7. The rate of descent is controlled by the belay team by: (Choose **all** correct answers.)

   a. loosening the rappelling line.
   b. tightening the rappelling line.
   c. relaxing the grip on the line.
   d. tightening the grip on the line.

8. When a patient is lowered in a basket stretcher, the descent rate is controlled by:

   a. the patient.
   b. the rappeller.
   c. the belay person.
   d. the rappeller and the belay person.

9. Uninjured persons may be lowered to safety in the following way(s): (Choose **all** correct answers.)

   a. supported above the rappeller on a sling
   b. in the rappeller's lap, face to face
   c. holding on to the rappeller's back
   d. suspended below the rappeller in a rope swing

10. If a rescue team is to make a vertical ascent, which method is most efficient and practical?

   a. rappelling line
   b. rope with figure eight knots every 8 to 10 inches
   c. rope ladder
   d. Swiss seat

Give the completed test to your instructor.

1. a, b, c, d
2. a, c, d
3. a, b, c
4. a. 5
   b. 1
   c. 4
   d. 6
   e. 3
   f. 2
5. a, c
6. a, c
7. b, c
8. c
9. b, d
10. c

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Define the term "highline transfer."
2. Describe two types of tightrope crawls.
3. Describe the polyester highline method.
4. Identify the advantage of inclined rigs over horizontal rigs in highline transfers.
5. Describe the functions of the "A" frame in rigging a highline for rescue operations.
6. Describe the procedure for transfer from one building to a lower building.
7. Describe the procedure for transfer from building to ground.
8. Explain why the termination point in transfer to ground level should be at a rope between two points.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the concept of highline transfer, the meaning of the term, and tactical situations where it would be used.

3. Review the techniques and equipment studied in previous sections and discuss their application to highline transfer.

4. Emphasize the need to be physically fit and to stay fit throughout a career in criminal justice.

5. Discuss horizontal transfers and give examples of rigging problems where horizontal transfer is the solution. Point out the common elements of various horizontal transfers.

6. Describe and discuss the techniques of the tightrope crawls: the abdominal crawl and the underslung crawl.

7. Describe and discuss the polyester highline method. Display the equipment needed if it is available. Review the characteristics of polyester rope which make it dependable for this type of transfer.

8. Describe an inclined rig; compare inclined rigging with horizontal rigging and point out the advantages gained when the solution to a rigging problem is an inclined rig. Give examples of when an inclined rig is the best solution to a highline transfer problem.

9. Review the "A" frame which was used in vertical descents in Section 3. Discuss the physical and psychological functions which the "A" frame performs in highline transfers.

10. Describe the procedure for transfer from the top of one building to another at a lower level. Suggest tactical situations where this procedure would be required. Display the equipment needed for rigging an inclined transfer from one building to another, if available.

11. Describe the procedure for transfer from the top of a building to the ground. Discuss the similarities and differences as compared with building to building transfers. Display the equipment needed for rigging a highline transfer from building to ground, if available.

12. Discuss the uniqueness of the termination point in transfers to ground level and the reasons and need for such a point. Suggest examples of anchor points including the "A" frame, if there are no natural anchors.

13. The following vocabulary words and terms may need clarification:

- inhaul rope
- light line
- line-throwing gun
- main line
- monkey's fist
- outhaul rope
- reeve
- shock cord sling

Supporting Activities

If your situation allows, and it is appropriate for your group, have your students demonstrate proficiency in the following performances:

- rigging a tightline and demonstrating an abdominal crawl
- transferring a patient in a basket stretcher on a horizontal tightline
- transferring an uninjured person on an inclined highline
- transferring a person in a basket stretcher on an inclined highline
- rigging skills in rigging the horizontal and inclined highlines

Tools, Equipment, and Supplies

The following are equipment items needed for horizontal transfers and inclined highline transfers, if available:

- grappling (grapnel) hook
- carabiner
- block and tackle
- snatch block
- trolley block
- transfer seats: rope for Swiss seat, bosun's chair, rope sling
- monkey's fist
- materials for rigging "A" frame
- polyester line, 5/8 inch diameter
- safe line for securing mainline
- light line
- inhaul line
- outhaul line (1/2 inch nylon rappelling line)

Reference Materials

(List any reference materials available to you.)

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Audiovisual Materials

(List any audiovisual materials available to you.)

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This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go on to the next question.

1. In which of the following situations might highline transfers be required?

   a. SWAT team operations
   b. rescue situations from high-rise structures
   c. rescue from highway motor vehicle accidents
   d. a and b, but not c
   e. a, b, and c

2. In which of the following situations might an abdominal crawl be used to cross a tightline?

   a. SWAT team operations
   b. rescue situations from high places
   c. ground level rescues
   d. all of the above
   e. none of the above

3. In which of the following situations would crossing in the underslung position be most practical?

   a. SWAT team operations
   b. rescue of persons on a horizontal line
   c. rescue of persons down an inclined line
   d. ground level rescues
   e. all of the above

4. Which of the following type of rope is best for use in rigging a highline?

   a. 1/2 inch nylon
   b. 1/2 inch manila
   c. 5/8 inch polyester
   d. 5/8 inch cotton
   e. 1/2 inch sisal

5. Which of the following are the proper designations for departure and arrival points in highline rescues?

   a. danger zone (DZ) for departure point
   b. safe zone (SZ) for arrival point
   c. DP for departure point
   d. a and b, but not c
   e. a, b, and c

6. The function of the "A" frame in highline operations is to:

   a. provide clearance for rigging victims to mainline.
   b. help hold up the mainline.
   c. keep rope from rubbing on edges.
   d. tighten mainline.
   e. none of the above

7. Which of the following best identifies the function of outhaul and inhaul lines attached to trolley blocks?

   a. They are the means of moving and controlling the trolley block and the person being transferred.
   b. They are the means of tightening the mainline.
   c. These two together are the mainline.
   d. These are safety lines only.
   e. none of the above

8. Which of the following "seats" could be used to transfer personnel on highlines?

   a. a Swiss seat
   b. a bosuns chair
   c. a rope sling
   d. all of the above
   e. none of the above

9. What is the advantage of an inclined rig over a horizontal rig in highline transfers?

   a. They are easier to rig.
   b. They don't require as large a crew.
   c. They take advantage of gravity in the transfers.
   d. none of the above
   e. all of the above

10. Which of the following best describes why the termination point should be at a rope between two points in ground level transfers?

    a. It prevents persons from striking something solid at the end of the transfer run.
    b. It provides clearance for rigging victims to mainline.
    c. It's easier to rig.
    d. a and b, but not c
    e. b and c, but not a

11. What should the termination point be for transfer from building to ground? (Choose **all** correct answers.)

    a. a rope between two anchor points
    b. a spot exactly below the departure zone
    c. an "A" frame
    d. any solid anchor point
    e. a rescue net

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this unit or take the posttest (V: F-4).

Answers to Pretest (V: F-4)

1. d
2. a
3. b
4. c
5. d
6. a
7. a
8. d
9. c
10. a
11. a

1. Which of the following are included in the definition of "highline transfers"? (Choose all correct answers.)

   a. transfer by vertical ascent
   b. transfer at the same or lower level
   c. transfer by horizontal or inclined plane
   d. transfer from one level to a safe zone

2. Where hostile action might be expected, a rescuer making a horizontal highline crossing should use the:

   a. polyester highline method.
   b. underslung crawl.
   c. abdominal crawl.
   d. inclined highline transfer.

3. The following steps describe the abdominal crawl procedure. Arrange them in sequence by writing 1 in front of the first step, 2 in front of the second, and so on.

   ___ a. Lay out on rope with instep of one foot on rope.
   ___ b. Push with foot; pull with hands.
   ___ c. Pull the rope tight.
   ___ d. Let other leg hang free as a pendulum.
   ___ e. Snap carabiner to tightrope.
   ___ f. Draw foot up to buttocks; reach forward with hands.
   ___ g. Secure the line on the safe side.
   ___ h. Throw grapnel.

4. Which highline transfer method requires both outhaul and inhaul lines?

   a. transfer from one building to a lower building
   b. underslung crawl
   c. transfer from building to ground
   d. polyester highline method

5. Which rigging solution is best when many victims must be transferred from a danger zone to a safe zone on the same level?

   a. underslung crawl
   b. polyester highline method
   c. inclined highline transfer
   d. abdominal crawl

6. When the highline transfer situation permits it, what is the advantage of an inclined rig over a horizontal rig?

   a. Vertical ascents are easier.
   b. The belay team controls the transfer.
   c. An outhaul line is not needed.
   d. Gravity makes the transfer easier.

7. What is the function of the "A" frame in rigging a highline for rescue operations? (Choose **all** correct answers.)

   a. eliminates the need for victims to jump from high levels
   b. provides shelter from hazardous conditions
   c. eliminates the downward pull on tightrope crossings
   d. provides vertical clearance for victims in chairs and stretchers

8. The following steps describe the rigging procedure for transfers from one building to a lower level building. Arrange them in sequence by writing **1** in front of the first step, **2** in front of the second, and so on.

   _____ a. SZ crew rigs mainline to block and tackle, pulls it tight, and secures it.
   _____ b. DZ crew rigs first victim to mainline.
   _____ c. DZ crew rigs outhaul line to trolley block.
   _____ d. A light line is propelled across.
   _____ e. SZ crew reeves mainline through snatch block anchored at arrival point.
   _____ f. DZ crew and SZ crew rig "A" frames.
   _____ g. Mainline is fastened to the lightline and pulled across.
   _____ h. DZ crew sends one of crew to test and demonstrate safety.
   _____ i. DZ crew reeves polyester mainline through trolley block and anchors end.

9. What should the termination point be for transfer from building to ground? (Choose **all** correct answers.)

   a. any solid anchor point
   b. an "A" frame
   c. a rope between two anchor points
   d. a spot exactly below the departure zone

10. Why do transfers from building to ground need a special kind of termination point?

   a. The transfer requires only a DZ crew.
   b. The rigging allows victims to control their own descents.
   c. Free runs are possible without an outhaul if speed of transfer is necessary.
   d. They permit victims to be transferred without the danger of impacting into a solid item.

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11. Which of the following ropes should be used as a mainline in highline transfers?

    a. 1/2 inch nylon rappelling rope
    b. 5/8 inch diameter polyester rope
    c. 5/8 inch diameter nylon rope
    d. 1/2 inch diameter polyester rope

12. Which of the following statements is incorrect?

    a. DZ refers to the departure point.
    b. DZ means disaster zone.
    c. SZ means safe zone.
    d. Safe zone refers to arrival point.

Give the completed test to your instructor.

Answers to Posttest (V: F-4)

1. b, c, d

2. c

3. a. 4
   b. 7
   c. 2
   d. 5
   e. 3
   f. 6
   g. 8
   h. 1

4. d

5. b

6. d

7. a, c, d

8. a. 5
   b. 9
   c. 7
   d. 1
   e. 4
   f. 6
   g. 2
   h. 8
   i. 3

9. b, c

10. c, d

11. b

12. b

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CRIMINALISTICS

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Block VI: Criminalistics

Overview of Criminalistics

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1. Define criminalistics.
2. Emphasize the importance of criminalistics in investigation and the use of team approach by investigators and criminalistic technicians.
3. Explain the significance of microscopy, photography, and fingerprints for the study of criminal justice.
4. Have students study the Overview and answer review questions before going to the section on Microscopy. (There is no pretest or posttest for this Overview.)

1. Invite a law enforcement officer to give a presentation on the use of team approach by investigators and criminalistic analysts in investigation of crimes.

2. Give students an assignment to report on an article (newspaper or magazine) which shows the importance of criminalistics in investigation of crimes.

NOTE: The following are references for all units in this block.

Califana, Anthony L. and Levkov, Jerome S. Criminalistics for the Law Enforcement Officer, McGraw-Hill Book Company, New York, 1978.

Criminal Investigation, Vol. 1, International Association of Chiefs of Police (IACP), 1979.

DeAngelis, Francis J. Criminalistics for the Investigator, Glencoe Publishing Co., Inc., Encino, California, 1980.

Evidence Submission Manual, State of Florida, Department of Law Enforcement, Bureau of Crime Laboratories, Tallahassee, Florida, 1981.

Handbook of Forensic Science, U.S. Dept. of Justice, Federal Bureau of Investigation. U.S. Government Printing Office, Washington, D.C., October, 1981.

Lerner, Eric J. "Sleuthing by Computer," IEEE Spectrum (July, 1983): 44-49.

Saferstein, Richard. Criminalistics, An Introduction of Forensic Science, 2nd ed., Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1981.

Wilber, C. G., Nash, D., and Charney, M. Forensic Biology for the Law Enforcement Officer, Charles C. Thomas, Springfield, IL, 1974.

Audiovisual Materials

(List any other audiovisual materials available to you.)

NOTE: The following are for all units in this block.

1. P. Downey and S. A. Gilford. Law Enforcement and Criminal Justice: Scientific Aid. Office of Law Enforcement Assistance, U.S. Department of Justice. (two reels, 10mm, B/W film, 60 minutes)

2. Probable Cause. Police Science Services. 6633 West Howard Street, Niles, Illinois 60648 (eighty 35mm slides, audio cassette, and Instructor's Guide which includes script, study notes, quiz questions, and answers to the questions), 1982.

3. Evidence Law. Police Science Services. 6633 West Howard Street, Niles, Illinois 60648 (eighty 35mm slides, audio cassette, and Instructor's Guide which includes script, study notes, quiz questions, and answers to the questions), 1982.

4. Investigative Techniques. The Discovery, Development, and Lifting of Latent Prints, AIMS Instructional Media, Inc., 1965.

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Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Define and identify examples of class and individual characteristics of physical evidence as discussed in the Overview.
2. Define macroscopic and microscopic evidence.
3. Identify common types of microscopes.
4. Label the parts of a compound microscope.
5. Identify or describe the functions of each part of the microscope.
6. Identify the correct procedures for using a compound microscope.
7. Identify the proper way of caring for the microscope.

Performance Objectives

Given a slide with specimen and a microscope, demonstrate the proper procedures for focusing the microscope. Evaluate your students' performances using Performance Checklist VI: A-1 included in this Guide. Their performances should be rated "A" (acceptable) on all of the tasks in the checklist.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Emphasize the importance of physical evidence in crime investigation using your experience or reading.
3. Discuss the difference between class (general) and individual (specific) characteristics of evidence.
4. Discuss the difference between macroscopic and microscopic evidence. You might want to show examples of each kind of evidence.
5. Using audiovisual materials available to you and an actual microscope,
   - identify the components of the compound microscope
   - discuss and demonstrate the function of each component of the microscope, using audiovisual materials available to you and an actual microscope
   - discuss and demonstrate the steps required to use a microscope correctly, using audiovisual materials available to you and an actual microscope.
6. Allow students to practice focusing and using the microscope. Discuss two ways to alter microscopes, and explain the terminology associated with microscopes.
7. Discuss attributes of various types of microscopes used for introductory forensic needs. If possible, show examples or pictures of these microscopes and their use.
8. Discuss and demonstrate the correct procedures for taking care of the microscope.
9. For the first practical exercise and the first performance test, provide students with a microscope and slides that contain specimens.
10. For the second practical exercise,
    - provide students with a stereoscopic microscope and tweezers, and help students collect samples from clothing, carpets, tables, and other sources similar to locations involved in actual cases
    - provide the students with a sample of debris which includes hair, fibers, soil, glass flakes, and paint flakes.
11. For the second performance test, provide students with a microscope and slides that contain specimens.

Supporting Activities

1. Allow students to experiment with using the microscope.
2. Provide joint classes with instructors from other programs such as nursing which use a microscope, if feasible.

1. **Basic microscopes:** You will want to obtain microscopes similar to the following for basic use:

   - Swift Collegiate 400 or 400A Series
   - Swift Stereo 80 Widefield Microscope

2. **Polarizing microscope:** A standard compound microscope can be modified to a simple polarizing microscope by buying a piece of polarizing film from a supplier such as Edmund Scientific, 101 E. Gloucester Pike, Barrington, NJ 08007. The eyepiece is usually designed so that it can be disassembled, exposing a little metal shelf on which a circle of polarizing film can be placed. This assembly becomes the analyzer. The remainder of the polarizing film is trimmed and can be placed anywhere in the light path before inserting the specimen. The analyzer can be rotated until the field is either dark or light as desired. Polarizing material can be bought as 2" x 2" plastic sheets 0.03" thick for about $4.00.

3. pair of fine pointed **tweezers**

4. **Standard slides** (already prepared with specimens): You can purchase slides with various types of specimens from:

   Carolina Biological Supply Company
   Burlington, North Carolina 27215

5. **Overhead transparencies:** Make labeled diagrams of the different types of microscopes, using the diagrams in the Student Guide.

Pretest (VI: A-1)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Define general (class) characteristics of evidence.

   ____

2. Define specific (individual) characteristics of evidence.

   ____

3. The following are examples of general and specific characteristics of evidence. Next to each example, write **G** if it is an example of general characteristics and write **S** if it is an example of specific characteristics.

   _____ a. The stain on a T-shirt obtained from the crime scene is a bloodstain.
   _____ b. A gun seized from the suspect was purchased from a certain store on a certain date and it has a triangular-shaped scratch on the handle.
   _____ c. A fatal bullet has six lands, six grooves, and a right-hand twist.
   _____ d. Soil obtained from the suspect's shoe can be found only in one particular part of a town in Florida.

4. Define macroscopic evidence.

   ____

   ____

5. Define microscopic evidence.

   ____

   ____

6. The stereoscopic microscope is a:

   a. simple microscope.
   b. dissecting microscope.
   c. biological microscope.
   d. microscope with special filters.

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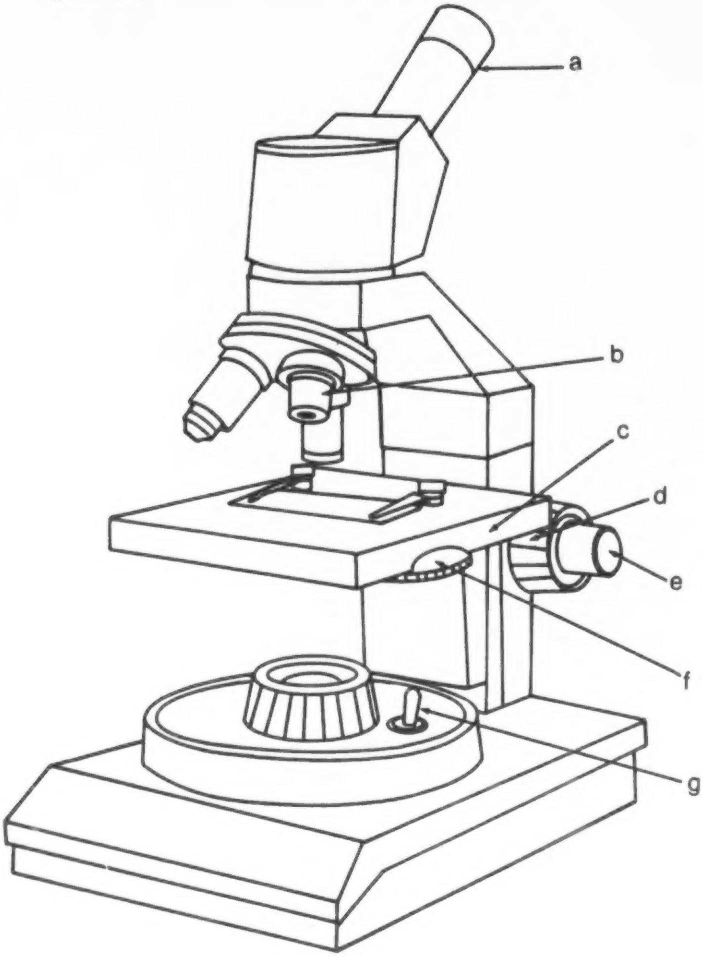
7. The polarizing microscope is a:

   a. simple microscope.
   b. dissecting microscope.
   c. biological microscope.
   d. microscope with special filters.

8. The standard compound microscope is a:

   a. simple microscope.
   b. dissecting microscope.
   c. biological microscope.
   d. microscope with special filters.

9. Write the names of the parts of the microscope shown in the picture.



a. ________________
b. ________________
c. ________________
d. ________________
e. ________________
f. ________________
g. ________________

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10. The following are functions of each part of the microscope. Write the name of the part in the blank after the description of the function.

    a. It further magnifies a primary image and brings the light rays to a focus at the eye of the user. ______________________
    b. It encloses the prisms and keeps the lenses the proper distance apart. ______________________
    c. It raises and lowers the body tube to get an initial focus on the specimen. ______________________
    d. It can focus the specimen very sharply. ______________________
    e. It does initial magnifying to form the primary image. __________
    ____
    f. It changes the amount of light being admitted to the specimen.
    ____

For questions 11-13, suppose you are using a compound microscope.

11. In order to lower the objectives, what should you turn?

    a. fine adjustment knob
    b. diaphragm
    c. illuminator switch
    d. coarse adjustment knob

12. In order to focus the specimen sharply and clearly, what should you turn?

    a. fine adjustment knob
    b. coarse adjustment knob
    c. diaphragm
    d. illuminator switch

13. The following are the steps you should take when using a microscope. These steps are listed out of sequence. Write 1 next to the first step, 2 next to the second step, and so forth to indicate the correct sequence of the procedure.

    _____ a. Place the slide on the stage.
    _____ b. Raise the objective lenses.
    _____ c. Bring the specimen into approximate focus.
    _____ d. Set the low power objective lens.
    _____ e. Lower the objective lenses.
    _____ f. Bring the specimen into sharp focus.
    _____ g. Select the proper objective lens, and rotate it in place.

14. If you find that the microscope lenses are very dirty, what would you do?

    a. Wipe them with a wet paper towel.
    b. Dust them with a duster.
    c. Clean them with Windex and a sheet of paper towels.
    d. Clean them with lens paper and lens cleaner.

15. If you think the microscope needs lubrication, what would you do?

    a. Overhaul the microscope to identify the part that needs lubrication.
    b. Look at the manufacturer's technical manual to find out what is wrong with the microscope.
    c. Lubricate the parts of the microscope with any lubricant.
    d. Have a qualified technician clean and lubricate the parts with a special lubricant.

16. When you store the microscope, you should make sure that its stage is:

    a. dry.
    b. damp.
    c. oily.
    d. shiny.

17. When carrying the microscope, you should hold its:

    a. arm and base.
    b. objectives and base.
    c. eyepiece and stage.
    d. objectives and stage.

18. When using the microscope, you should make sure that an objective lens ____________ the slide.

    a. touches
    b. does not touch

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: A-1).

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1. features, traits, and properties which are common to all things of a certain class

2. features, traits, and properties which are unique to an individual thing

3. a. G
   b. S
   c. G
   d. S

4. evidence which we can see without a special lens

5. evidence which we can see only with lens equipment

6. b

7. d

8. c

9. a. eyepiece
   b. objective
   c. stage
   d. coarse adjustment knob
   e. fine adjustment knob
   f. diaphragm aperture control
   g. illuminator switch

10. a. eyepiece
    b. body
    c. coarse adjustment knob
    d. fine adjustment knob
    e. objective
    f. diaphragm

11. d

12. a

13. a. 3
    b. 1
    c. 5
    d. 2
    e. 4
    f. 6
    g. 7

14. d

15. d

16. a

17. a

18. b

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1. General characteristics of evidence are features, traits, and properties which are:

   a. unique to an individual thing.
   b. common to all things of a certain class.
   c. special to the particular crime.
   d. general to all crimes.

2. Specific characteristics of evidence are features, traits, and properties which are:

   a. unique to an individual thing.
   b. common to all things of a certain class.
   c. special to the particular crime.
   d. general to all crimes.

3. Which of the following is an example of a general characteristic of evidence?

   a. A fatal bullet has six lands, six grooves, and a right-hand twist.
   b. A gun seized from the suspect was purchased from a certain store on a certain date, and it has a triangular-shaped scratch on the handle.
   c. Soil obtained from the suspect's shoe can be found only in one particular part of a town in Florida.

4. Which of the following is an example of a specific characteristic of evidence?

   a. The stain on the T-shirt obtained from the crime scene is a human bloodstain.
   b. A knife obtained from the crime scene was purchased from a certain pawn shop on a certain date and has a noticeable yellow mark on the handle.
   c. The blood obtained from the suspect is type O.

5. Macroscopic evidence is the evidence which:

   a. can be seen only with a special lens.
   b. can be seen without a special lens.
   c. has general characteristics only.
   d. has specific characteristics only.

6. Microscopic evidence is the evidence which:

   a. can be seen only with a special lens.
   b. can be seen without a special lens.
   c. has general characteristics only.
   d. has specific characteristics only.

7. A dissecting microscope is a:

   a. simple microscope.
   b. stereoscopic microscope.
   c. standard compound microscope.

8. A biological microscope is a:

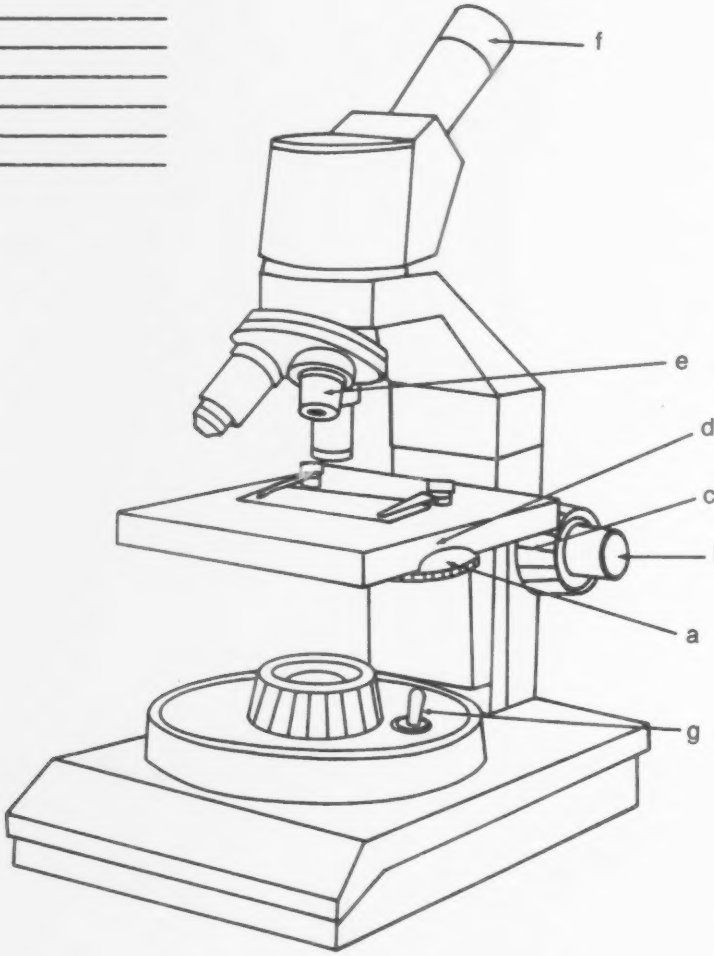
   a. simple microscope.
   b. stereoscopic microscope.
   c. standard compound microscope.

9. A type of microscope which has filters both between the diaphragm and condenser and over the eyepiece is a:

   a. stereoscopic microscope.
   b. standard compound microscope.
   c. polarizing microscope.

10. Write the names of the parts of the microscope shown below.

   a. ______________
   b. ______________
   c. ______________
   d. ______________
   e. ______________
   f. ______________
   g. ______________



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11. The left column lists functions of each part of the microscope. The names of the parts are listed in the right column. Match the parts with the functions by writing the number of the parts next to the functions.

Functions

_____ a. changes the amount of light being admitted to the specimen
_____ b. encloses the prisms
_____ c. focuses the specimen very sharply
_____ d. further magnifies a primary image and brings the light rays to a focus at your eye level
_____ e. raises and lowers the camera body to get an initial focus on the specimen
_____ f. magnifies the specimen to form the primary image

Parts

1. objectives
2. eyepiece
3. fine adjustment knob
4. coarse adjustment knob
5. diaphragm
6. body

12. The following are the steps you should take when using a microscope. These steps are listed out of sequence. Write **1** next to the first step, **2** next to the second step, and so forth to indicate the correct sequence of the procedure.

_____ a. Bring the specimen into sharp focus.
_____ b. Place the slide on the stage.
_____ c. Bring the specimen into approximate focus.
_____ d. Raise the objective lenses.
_____ e. Set the low power objective lens.
_____ f. Select the proper objective lens, and rotate it in place.
_____ g. Lower the objective lenses.

13. In order to lower the objective lenses, what should you turn?

a. fine adjustment knob
b. diaphragm
c. illuminator switch
d. coarse adjustment knob

14. How would you clean the lenses of the microscope?

a. Wipe them with a wet paper towel.
b. Dust them with a duster.
c. Spray Windex, and clean them with a sheet of paper towels.
d. Clean them with lens paper and lens cleaner.

15. When you store the microscope, you should make sure that its stage is:

   a. shiny.
   b. damp.
   c. dry.
   d. oily.

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

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Answers to Posttest (VI: A-1)

1. b

2. a

3. a

4. b

5. b

6. a

7. b

8. c

9. c

10. a. diaphragm
    b. fine adjustment knob
    c. coarse adjustment knob
    d. stage
    e. objective (or objective lens)
    f. eyepiece
    g. illuminator switch

11. a. 5
    b. 6
    c. 3
    d. 2
    e. 4
    f. 1

12. a. 6
    b. 3
    c. 5
    d. 1
    e. 2
    f. 7
    g. 4

13. d

14. d

15. c

Performance Checklist
VI: A-1 Microscopy

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

Tasks	Evaluator's Rating		
	A*	NA**	Comments
1. Place the microscope securely before you.			
2. Raise the objective lenses.			
3. Set the low power objective lens.			
4. Place the slide on the stage over the hole.			
5. Turn on the illuminator.			
6. Adjust the diaphragm to have maximum amount of light pass through the specimen.			
7. Lower the objective lens by turning the coarse adjustment knob.			
8. Bring the specimen into approximate focus by raising the objective lens with the coarse adjustment knob.			
9. Bring the specimen into sharp focus by using the fine adjustment knob.			
10. Adjust the opening of the diaphragm to have an evenly lighted field.			
11. Determine the magnifying power you need.			
12. Select the proper objective lens, and rotate it in place.			
13. Refocus the specimen by using the fine adjustment knob.			
14. Make sure the specimen is in sharp focus.			

Tasks	**Evaluator's Rating** A*	NA**	Comments
15. Clean up the station and the microscope.	___	___	________________
16. Perform the tasks in an acceptable amount of time.	___	___	________________

*A: Acceptable
**NA: Not Acceptable

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Given statements concerning what blood evidence can provide, identify those which indicate the forensic value of bloodstain evidence.
2. Identify or describe four components of blood and the functions of each component.
3. Given hypothetical situations at the crime scene, identify the proper ways of handling bloodstain evidence as a law enforcement officer.
4. Identify three basic questions a crime laboratory analyst should try to answer when analyzing blood specimens collected from the crime scene.
5. Identify the purpose and procedures of a leuco-malachite test, precipitin test, and microscopic test.
6. Identify the procedures for preparing a blood smear slide.
7. Given the reactions of blood in hypothetical serological tests, identify blood types.

Performance Objectives

1. Given all necessary equipment and supplies (microscope, two liquid blood samples, bottle of Wright's stain, bottle of stain buffer, and several microscope slides), your students should **prepare two blood smear slides.** Evaluate your students' performances using Performance Checklists VI: A-2a and VI: A-2b. Their performances on all the tasks listed in the checklists should be rated "A" (acceptable) for **both slides.**
2. Given all necessary equipment and supplies (four glass slides, toothpicks, anti-A blood serum, and anti-B blood serum), your students should be able to **identify blood types of two blood samples** by conducting antigen-antibody examinations. Evaluate your students' performances using Performance Checklist VI: A-2b. Their performances on all the tasks listed in the checklist should be rated "A" (acceptable) for **both** examinations.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the forensic value of blood evidence and blood identification. Give examples of situations where blood identification leads to confirmation of the suspect of a crime. Introduce any examples from your own experience.
3. Make transparency masters or obtain audiovisual materials which show the components of blood and their functions. Discuss components and functions.
4. Discuss responsibilities of a law enforcement officer in handling blood evidence at the crime scene: identifying, photographing, obtaining, safeguarding, and transferring blood evidence.
5. Discuss the work of a crime laboratory analyst in testing:
    - whether the blood obtained from the crime scene is actually blood
    - whether it is human blood or animal blood
    - which blood type it is
    - which enzyme type it is.
6. When students are ready for the practical exercises, provide them with a large assortment of blood film standards which include specimens of persons with blood diseases, abnormal cells, and toxicated blood.
7. Check your students' work on identification and analysis of each blood film. After you are confident that your students are able to identify blood correctly, let them continue on with the next part of this section.
8. Discuss three ways of obtaining liquid blood for microscopic examinations. Discuss the purpose of each examination.
9. **Discuss safety precautions** concerning the handling of blood and bloodstained materials in the laboratory.
10. Demonstrate how to prepare blood smear slides.
11. Compare the cell structures of blood prepared on the slides with those of the standard slides. Have students identify normal and any abnormal cells.
12. Discuss A-B-O system of blood grouping.
13. Demonstrate the procedures of examining blood for blood type identification.

14. Ask students to summarize the important points covered in this section.

15. Provide all necessary equipment and supplies for students' performance tests and practical exercises.

16. Have students conduct nonspecific chemical tests, and check their work.

17. Have students prepare blood smear slides and compare cell structures and other characteristics of the blood with those of the standards.

18. Have students examine blood samples from the blood bank for blood type identification, and check their work.

19. Review and discuss the results of your students' work.

Supporting Activities

1. Show bloodstained items which can be collected from the crime scene.

2. Invite a law enforcement officer and a crime laboratory analyst to present their experiences concerning the forensic value of blood evidence through blood identification and blood analysis.

3. Make a field trip to a crime laboratory for all areas of forensic microscopic work such as blood identification, fiber identification, soil identification, hair identification, and so forth.

Tools, Equipment, and Supplies

Make the following equipment and supplies available to your students for practical exercises:

1. For nonspecific chemical tests: acetic acid, distilled water, leucomalachite, filter paper, hydrogen peroxide, and dried or liquid blood specimens.

2. For identification of species of blood: microscope and large assortment of blood film standards, which can be purchased from Carolina Biological Supply Company.

3. For blood smear slide preparation: microscope, Wright's stain, stain buffer, samples of blood, and several microscope slides for each student.

4. For blood type identification: glass slides, anti-A blood-grouping serum, anti-B blood-grouping serum, samples of blood, and clean toothpicks.

5. Disposable rubber gloves for handling any blood samples.

6. Lab coat for handling bloodstained clothes.

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. Which **two** of the following indicate the forensic value of bloodstained evidence and blood identification?

   a. Blood is composed of 60 percent liquids and 40 percent solids.
   b. A toxicological examination of blood shows that the victim had consumed a large amount of alcohol a few hours before the accident or the crime.
   c. The bloodstained item collected from the crime scene has hair and fiber in it.
   d. A law enforcement officer stores fresh liquid blood in a refrigerator immediately after obtaining it from the crime scene.

2. List **four** components of blood and describe the functions of each component.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

For questions 3–7, use the following situation:

Suppose you are a law enforcement officer and you found a victim lying on the ground bleeding. You also found a bloodstained blanket, which is still wet, next to the victim. An ambulance is on its way to this scene.

3. As a law enforcement officer, you should do all of the following **except:**

   a. prepare to collect the bloodstained blanket as evidence of the crime.
   b. protect the victim and the blanket and photograph them.
   c. wipe the blood off the victim with the blanket and put it in a bag.
   d. make notes as to location and amounts of blood observed.

4. After you obtained the wet bloodstained blanket, what should you do with it?

   a. Dry it with an electric hair dryer as soon as possible.
   b. Air-dry it at room temperature.
   c. Wring the blanket to obtain liquid blood from it.
   d. Put it in a sterile plastic bag.

5. When you are sending the evidence of blood and the blanket to the crime laboratory, you should make sure that liquid blood and the blanket are packaged separately. Which one of the following should **not** be done?

   a. Each piece of evidence has a completed identification tag.
   b. Both packages have labels on them.
   c. Both packages are sealed securely.
   d. Both pieces of evidence are in see-through plastic bags.

6. If you have some difficulty in sending the blood evidence immediately to the crime laboratory, and the weather is very hot, how would you store this evidence?

   a. Put them in a refrigerator at about 40 degrees F.
   b. Put them in a freezer.
   c. Put them in plastic bags and store them in a police car.
   d. Put them in a cardboard box and keep in a locked police car.

7. Suppose you just transferred the blood evidence to the crime laboratory and received the receipt. This receipt should contain all of the following **except:**

   a. criminal (or accident) case number.
   b. description of what is being transferred.
   c. time and date you transferred the evidence.
   d. your signature.

8. As a crime lab analyst, you would test the bloodstained evidence to seek the answers to **all but which** of the following general questions?

   a. Is the stain actually blood?
   b. Is it human blood?
   c. What part of the body did the blood come from?
   d. What type is it?

For questions 9-11, briefly write the purpose of each test.

9. Leuco-malachite test

   ____

10. Precipitin test

    ____

11. Microscopic examination of blood

    ____

12. List **four** items you need to prepare the leuco-malachite test.

____

____

____

____

13. If the specimen you are testing is actually blood, what color would it turn to when the leuco-malachite reagent is mixed with it?

____

14. Suppose you are conducting a precipitin test. If the specimen is human blood, you would expect to see a(n) _______________ _______________ when the testing serum solution comes in contact with the specimen.

15. Microscopic examination is conducted on __________ blood specimens.

For questions 16-18, suppose you are preparing a blood smear slide.

16. Your friend has just punctured a finger with a blood lancet and is asking you to use the same lancet since it is still clean. Would you use it?

a. yes
b. no

17. When you place the second slide on the first slide, at what angle would you place it?

____

18. What are the next **three** things you would add to the air-dried blood smear? List them in the order you would apply to the smear.

____

____

____

For questions 19 and 20, suppose you are conducting a test for blood type identification, and you have just added one drop of the anti-A serum to the blood on the anti-A side and one drop of anti-B serum to the blood on the anti-B side of the slide.

19. If there is **no** clumping on either side of the slide, what blood type is the specimen?

____

20. If there is clumping on anti-A side but **not** on the anti-B side, what blood type is the specimen?

____

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: A-2).

Answers to Pretest (VI: A-2)

1. b, c

2\.

component	function
plasma	transporting dissolved substances in blood, blood cells, and platelets
red blood cells	carrying oxygen, by means of hemoglobin, from the lungs to the tissue of the body and waste gas from the tissue to the lungs
white blood cells	destroying bacteria, protozoa, and other toxic products
platelets	form a clot in a blood vessel when the vessel is injured

3. c

4. b

5. d

6. a

7. d

8. c

9. to identify whether the stain is actually blood

10. to identify whether the blood came from a human or from an animal

11. to identify any abnormal cell structures or diseases

12\.
- acetic acid
- distilled water
- leuco-malachite green powder
- filter paper

13. bluish-green

14. white ring

15. liquid

16. b

17. 30 degrees

18. - Wright's stain
    - stain buffer
    - stain buffer

19. Type O

20. Type A

Posttest (VI: A-2)

1. Which **three** of the following indicate the forensic value of blood evidence and blood identification?

   a. The bloodstained evidence may have hair and fiber in it.
   b. A toxicological examination of blood evidence may show that the victim had consumed a large amount of alcohol or drugs right before the accident or crime.
   c. A law enforcement officer may need to store fresh liquid blood evidence in a refrigerator.
   d. Blood collected from the crime scene is type A and a suspect's blood is type O.

2. On the right are functions and descriptions of each component of blood. In the blank to the left, write the name of the component which matches the function. (All **four** components should be used.)

Component		**Functions/Descriptions**
________________	a.	destroying bacteria, protozoa, and other toxic products
________________	b.	transporting dissolved substances of blood
________________	c.	carrying oxygen from lungs to the tissues of the body
________________	d.	forming a clot in a blood vessel when the vessel is injured
________________	e.	produced in the bone marrow like blood cells, but smaller than blood cells
________________	f.	transparent straw-colored fluid
________________	g.	contains hemoglobin
________________	h.	moves about and changes shape like an amoeba

For questions 3–6, use the following situation:

Suppose you are a law enforcement officer. You have just arrived at the crime scene to find a victim lying on the ground bleeding from the forehead. You also noticed that there is a bloodstain on the back of the victim's T-shirt.

3. What are your responsibilities as a law enforcement officer in regard to the blood evidence? (Choose **all** correct answers.)

   a. Collect the bloodstained T-shirt.
   b. Protect the blood evidence from being contaminated.
   c. Examine the bloodstained T-shirt carefully to see whether there is any other transfer evidence on it.
   d. Make sure that the bloodstained T-shirt and other blood evidence are packaged in the same plastic bag.

4. When collecting fresh liquid blood from the victim, where should you place the blood?

   a. in a pill box
   b. in an empty match box
   c. in a small plastic bag
   d. in a test tube

5. Suppose the T-shirt you just collected from the victim is wet. What would you do with it?

   a. Place it in a plastic bag before it dries out.
   b. Dry it with an electric hair dryer.
   c. Wring it to squeeze out liquid blood.
   d. Air-dry it.

6. To send the blood evidence to the crime laboratory, you packaged the liquid blood and T-shirt in separate bags. What should you do next?

   a. Attach the completed identification tag to each bag.
   b. Mail the packages.
   c. Make sure the bag is open at one side to let air in the bag.
   d. Make sure the two bags are tied together.

7. When you transfer evidence to the crime laboratory, you should receive a receipt which includes all of the following **except:**

   a. time and date the evidence is transferred.
   b. description of what is being transferred.
   c. your signature.
   d. criminal (or accident) case number related to the evidence.

8. Suppose, now, that you are a crime lab analyst and just received bloodstained evidence. You should ask **all but which** of the following questions?

   a. Is this stain actually a bloodstain?
   b. Is it human blood, if it is blood?
   c. If it is blood, which part of the body did it come from?
   d. If it is human blood, what blood type is it?

For questions 9-11, match the name of the test listed in the left column with the purpose of the test listed in the right column by writing the letter of the purpose next to the name of the test.

Test

_____ 9. leuco-malachite test

_____ 10. precipitin test

_____ 11. microscopic examination

Purposes

a. to identify any abnormal cell structures, or diseases
b. to identify whether the evidence is blood
c. to identify whether the evidence came from a human or an animal

12. Suppose a crime lab analyst is assembling acetic acid, distilled water, hydrogen peroxide, leuco-malachite powder, and filter paper. Which of the following tests is the analyst conducting?

a. nonspecific chemical test(s)
b. human precipitin test
c. animal precipitin test
d. microscopic examination

13. Suppose you are conducting a leuco-malachite test. If the stained evidence changes its color from red to purplish-blue when it is mixed with leuco-malachite reagent, the stain is:

a. human blood.
b. animal blood.
c. blood.
d. not blood.

14. You have a **dried** blood specimen collected from an instrument used in the crime. You would like to find out whether it is human blood or not? Which of the following tests would you conduct?

a. toxicological test
b. leuco-malachite test
c. precipitin test
d. microscopic test

15. You have **liquid** blood collected from the victim of the crime and would like to know whether the victim was intoxicated at the time of the crime. Which test would you conduct?

a. toxicological test
b. leuco-malachite test
c. precipitin test
d. microscopic test

16. When you conduct a human precipitin test, what would you look for at the point where serum solution and dissolved specimen of blood meet in the test tube?

    a. bubbles
    b. white ring
    c. blood color change from red to bluish-green
    d. solidification of serum solution

17. When preparing a blood smear slide, after the blood is smeared between two slides, which of the following would you do next?

    a. Apply Wright's stain.
    b. Apply stain buffer.
    c. Dry it with an electric bulb.
    d. Remove the second slide.

For questions 18-20, suppose you are conducting a blood type test: You have just added one drop of anti-A serum to the blood on the anti-A side and one drop of anti-B serum to the blood on the anti-B side of the slide.

18. If there is clumping on **both** sides, what blood type is it?

    ____

19. If there is **no** clumping on either side of the slide, what blood type is it?

    ____

20. If there is clumping on the anti-B side but **not** on the anti-A side, what blood type is it?

    ____

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

1. a, b, d

2. a. white blood cells
   b. plasma
   c. red blood cells
   d. platelets
   e. platelets
   f. plasma
   g. red blood cells
   h. white blood cells

3. a, b, c

4. d

5. d

6. a

7. c

8. c

9. b

10. c

11. a

12. a

13. d

14. c

15. a

16. b

17. a

18. Type AB

19. Type O

20. Type B

Performance Checklist
VI: A-2a Preparing Blood Smear Slides: FIRST SLIDE

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

Tasks	Evaluator's Rating		
	A*	NA**	Comments
1. Make sure all necessary equipment and supplies are assembled.	___	___	___________
2. Obtain two blood samples from the instructor.	___	___	___________
3. Place a drop of blood on one of the slides, about one inch from the end of the slide.	___	___	___________
4. Set the slide on a clean surface with blood side up.	___	___	___________
5. Place the end of a second slide in the center of the first slide at a 30-degree angle.	___	___	___________
6. Make an even and thorough blood smear by pulling and pushing the second slide across the first one.	___	___	___________
7. Air-dry the blood smear quickly.	___	___	___________
8. Stain the blood film with Wright's stain.	___	___	___________
9. Apply stain buffer twice, three minutes after staining and two minutes after first application of buffer.	___	___	___________
10. Air-dry the slide.	___	___	___________
11. Perform these tasks in an acceptable amount of time.	___	___	___________

	Evaluator's Rating A*	 NA**	 Comments
Product:			
1. The slide is clear.	___	___	________________________
2. The blood is evenly smeared.	___	___	________________________

*A: Acceptable
**NA: Not Acceptable

Performance Checklist
VI: A-2a Preparing Blood Smear Slides: SECOND SLIDE

Student's Name: ____________________

Evaluator: ____________________ Date: ____________

Tasks	Evaluator's Rating A*	 NA**	 Comments
1. Make sure all necessary equipment and supplies are assembled.	____	____	____________
2. Obtain two blood samples from the instructor.	____	____	____________
3. Place a drop of blood on one of the slides, about one inch from the end of the slide.	____	____	____________
4. Set the slide on a clean surface with blood side up.	____	____	____________
5. Place the end of a second slide in the center of the first slide at a 30-degree angle.	____	____	____________
6. Make an even and thorough blood smear by pulling and pushing the second slide across the first one.	____	____	____________
7. Air-dry the blood smear quickly.	____	____	____________
8. Stain the blood film with Wright's stain.	____	____	____________
9. Apply stain buffer twice, three minutes after staining and two minutes after first application of buffer.	____	____	____________
10. Air-dry the slide.	____	____	____________
11. Perform these tasks in an acceptable amount of time.	____	____	____________
Products			
1. The slide is clear.	____	____	____________
2. The blood is evenly smeared.	____	____	____________

*A: Acceptable
**NA: Not Acceptable

Performance Checklist
VI: A-2b: Identifying Blood Types: FIRST SLIDE

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

Tasks	Evaluator's Rating		
	A*	NA**	Comments
1. Make sure all necessary equipment and supplies are assembled.	___	___	______________
2. Obtain samples of blood from the instructor.	___	___	______________
3. Place a drop of blood on the anti-A side and one on the anti-B side of the slide.	___	___	______________
4. Add one drop of anti-A serum to the blood on anti-A side.	___	___	______________
5. Add one drop of anti-B serum to the blood on anti-B side.	___	___	______________
6. Mix anti-A serum and blood on anti-A side, and anti-B serum and blood on anti-B side, with separate toothpicks. Mix them gently but thoroughly.	___	___	______________
7. Observe the clumping reaction of the blood on each side. Write down the reactions and blood type correctly.	___	___	______________
8. Perform these tasks in an acceptable amount of time.	___	___	______________

*A: Acceptable
**NA: Not Acceptable

Performance Checklist
VI: A-2b: Identifying Blood Types: SECOND SLIDE

Student's Name: ____________________

Evaluator: ____________________ Date: ____________

Tasks	Evaluator's Rating A*	NA**	Comments
1. Make sure all necessary equipment and supplies are assembled.	___	___	___
2. Obtain samples of blood from the instructor.	___	___	___
3. Place a drop of blood on the anti-A side and one on the anti-B side of the slide.	___	___	___
4. Add one drop of anti-A serum to the blood on anti-A side.	___	___	___
5. Add one drop of anti-B serum to the blood on anti-B side.	___	___	___
6. Mix anti-A serum and blood on anti-A side, and anti-B serum and blood on anti-B side, with separate toothpicks. Mix them gently but thoroughly.	___	___	___
7. Observe the clumping reaction of the blood on each side. Write down the reactions and blood type correctly.	___	___	___
8. Perform these tasks in an acceptable amount of time.	___	___	___

*A: Acceptable
**NA: Not Acceptable

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify reasons for the importance of the examination of hair evidence.
2. Identify limitations of the examination of hair evidence.
3. Name the part of the hair strand which is of most value in forensic science.
4. Identify two characteristics used in differentiating human hair and animal hair.
5. Given a picture showing hair strands from different parts of the human body viewed under microscope, identify the parts of the body from which the hair was removed.
6. Given pictures of human hair separated in different ways as viewed under a microscope, identify how the hair was removed from the body.
7. Given pictures of different animal hair as viewed under a microscope, identify the type of animal from which each came.
8. Given a hypothetical task of examining hair evidence, identify the characteristics that you should look for, examination procedures to follow, and possible results of such an examination.

Performance Objectives

Given a microscope and a set of standards (slides containing samples of hair), your students should identify correctly, in writing, **various characteristics** of the strands of hair being examined. Evaluate your students' performances using Performance Checklist VI: A-3. Their performances should be rated "A" (acceptable) on all the tasks listed in the checklist.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss both the reasons for the importance of hair evidence and its limitations.

3. Show a slide of a labeled strand of hair.

4. Discuss descriptions and functions of the various parts of a strand of hair.

5. Discuss characteristics one would look for when examining hair evidence.

6. Discuss and demonstrate (if possible) how to examine hair evidence under the microscope.

7. Show and discuss slides of various conditions of hair.

8. For the practical exercise and performance test, provide your students with a stereo- and a compound microscope and a set of hair standards.

Supporting Activities

1. Provide the students with a set of slides containing samples of hair for the practical exercise. Have students examine samples of hair under the microscope and identify, in writing or orally, various characteristics of the strand of hair being examined (condition, race, part of body, etc.). Then review and discuss the results of their examinations. If their response is to be written, you may want to prepare an activity checklist for students to use. A similar checklist could be prepared for use with the Performance Checklist.

2. Have each student collect, by combing, a sample of their head hair, examine it using both stereo- and compound microscopes, and identify 15 characteristics. Explain the procedure for mounting hair for study under the biological microscope:

   - Using an eye dropper, place two to three drops of mounting media on a microscope slide.

   - Using a pair of tweezers, coil the hair on the slide in a figure-eight pattern in the mounting media.

   - Place one end of the coverslip on one end of the microscope slide and gently lay the coverslip onto the slide, avoiding the formation of air bubbles as much as possible.

3. Have students collect samples of human and animal hair and construct their own slides for scale structure examination. You may need to demonstrate the procedure for constructing slides. The following are basic, general guidelines:

   - Use clear nail polish.

   - Put a one-inch bead of polish on a slide.

   - Lay the hair on top; let it embed.

   - Wait until the polish sets firmly, but not hard.

   - Pull the hair back out slowly.

4. Make a field trip to a crime laboratory covering all areas of forensic microscopic work such as hair, soil, fiber, and blood identification.

Tools, Equipment, and Supplies

1. - overhead projector and still of a strand of hair illustrating the different parts
   - photographs of different conditions of hair as viewed under a microscope
2. samples of different types of hair*
3. slides*
4. 24 x 50 coverslips*
5. eye dropper*
6. mounting medium: A temporary mounting medium such as glycerin can be used; if the slides are to be saved, a permanent medium such as Permount or Protexx can be obtained from a chemical supply house.
7. set of slides containing samples of hair: A standard set (Set #2126) can be obtained from Carolina Biological Supply Company, Burlington, North Carolina 27215.
8. at least one standard compound microscope and one stereomicroscope
9. clear nail polish*
10. tweezers*

---

* These supplies are necessary only for supporting activities.

Microscopy of Hair: A Practical Guide and Manual. U.S. Department of Justice, Federal Bureau of Investigation, FBI Laboratory, Washington, D.C., J 1977.

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. With the results of the examination of hair found at a crime scene, an investigator may be able to identify all of the following **except:**

   a. the suspect of the crime.
   b. the vehicle used in the crime.
   c. the instrument used in the crime.
   d. a motivation for the crime.

2. All of the following are limitations of using hair evidence for investigation **except** which one?

   a. Hair specimen is difficult to examine with a microscope.
   b. Hair evidence is difficult to locate.
   c. Hair identification is not of value for initial identification of suspect.
   d. Hair evidence is general (class) type evidence.

3. What are the **three** general parts of a hair strand?

   ____________ ____________ ____________

4. Which part of the hair strand is of most value in forensic examinations?

   ____

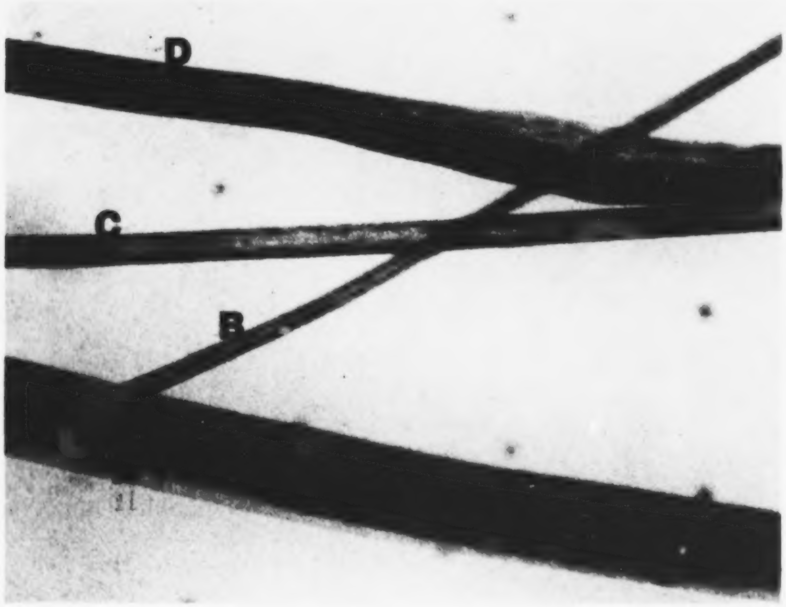
5. When examining hair specimens under a microscope, which **two** of the following characteristics would you look for to differentiate between human hair and animal hair?

   a. type and degree of segmentation of cell
   b. odor of hair specimen
   c. diameter of medulla
   d. length of hair

6. Which of the following is the source of color in human hair?

   a. root of hair
   b. cortex of hair shaft
   c. cuticle of hair shaft
   d. medulla of hair shaft

7. The photograph below shows three hairs taken from a man's body. Identify the hair type according to the area of the body from which each hair was taken.



a. ______________

b. ______________

c. ______________

For questions 8, 9, and 10, suppose that your supervisor assigns you the task of obtaining a sample of hair from a criminal suspect, examining the sample, and reporting the results.

8. How many strands of hair would you obtain in order to be sure of an adequate sample? ______________________________

9. List **three** characteristics you would look for when examining the sample of hair.

   ____________ ____________ ____________

10. List **two** possible conclusions you might reach as a result of your examination.

    ____

    ____

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: A-3).

Answers to Pretest (VI: A-3)

1. d
2. a
3. tip, shaft, and root
4. shaft
5. a, c
6. b
7. a. beard
   b. pubic
   c. scalp
8. 50 full-length strands of hair
9. Any three of the responses below are correct:
   - medullar index
   - scale pattern
   - pigment grain size
   - cell structure
   - overall shape
   - cross section
   - diameter size and variation
   - buckling
   - foreign substances
   - color
   - cuticle
   - cortex
   - pigment size, density distribution
   - texture of hair
   - condition of hair—root, tip, damage
   - treatment
   - medulla size and type
10. Any two of the following responses are correct:
    - The hair examination may match those found at the scene of the crime.
    - The hair examined may not match those found at the crime scene.
    - No conclusion can be reached.

1. All of the following are ways in which the identification of hair evidence can help a criminal investigation **except:**

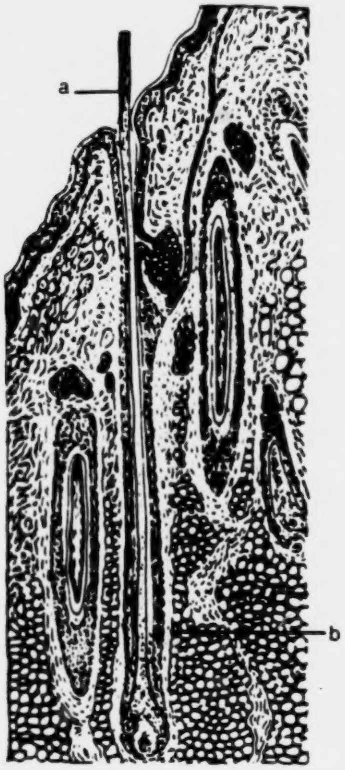
   a. helping place a suspect at the scene of the crime.
   b. helping identify the person responsible for the crime.
   c. helping identify the weapon used in a crime.
   d. helping identify the vehicle used in a crime.

2. Which of the following is **not** a limitation of hair evidence?

   a. Officers need special permission to obtain hair evidence.
   b. Hair evidence is considered general or class type evidence.
   c. Hair evidence is usually not of value for the initial identification of suspects.
   d. A special effort is needed to locate hair evidence.

3. On the diagram below, label the two parts of a hair strand.

   a. __________ b. __________



From Criminalistics for the Law Enforcement Officer, by Anthony L. Califana and Jerome S. Levkov. McGraw-Hill, 1978. Used with permission.

4. Name the part of a hair strand which is of most value to forensic examinations.

5. When examining hair evidence, which **two** of the following characteristics would you look for to differentiate between human hair and animal hair?

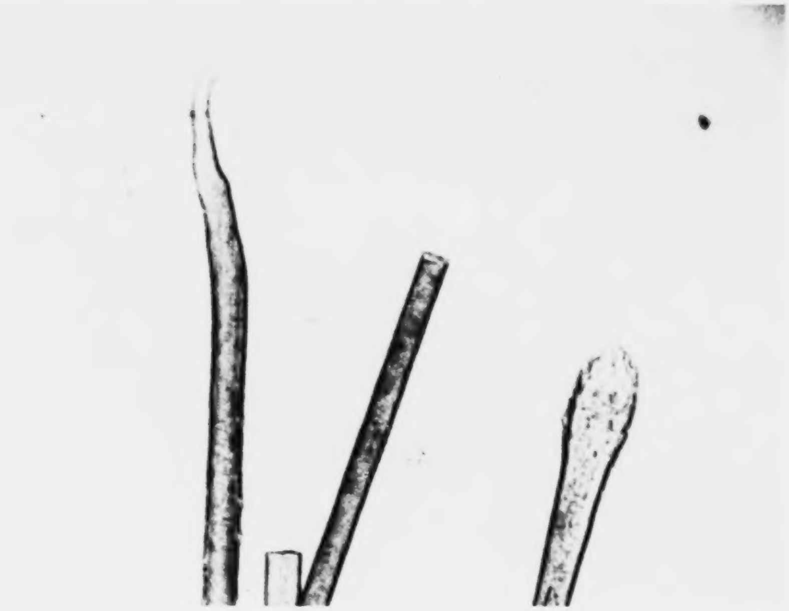
   a. color of hair
   b. tip of hair
   c. diameter of medulla
   d. degree of cell segmentation of medulla

6. Which of the following is the source of human hair color?

   a. medulla of hair
   b. cuticle of hair
   c. root of hair
   d. cortex of hair shaft

7. Which of the following examples shows human hair cut with a razor?

   a. A
   b. B
   c. C
   d. D



For questions 8, 9, and 10, consider the situation below:

Your supervisor assigns you the task of obtaining a sample of hair from a criminal suspect, examining the sample, and reporting the results.

8. How many strands of hair will you obtain in order to be sure of an adequate sample?

   a. 5
   b. 8
   c. 10
   d. 50

9. All of the following are information you can determine when examining the hair sample **except**:

   a. what part of the body it comes from.
   b. age of the person it comes from.
   c. the condition of the strand of hair.
   d. the color of the strand of hair.

10. All of the following are possible conclusions one might reach as a result of examining a hair sample **except**:

    a. the hair examined matches that found at the scene of the crime.
    b. the hair examined does not match that found at the scene of the crime.
    c. the hair examined is positive identification that the suspect was at the scene of the crime.
    d. no conclusions can be reached.

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

Answers to Posttest (VI: A-3)

1. b
2. a
3. a. shaft
   b. root (or inner root)
4. shaft
5. c, d
6. d
7. b
8. d
9. b
10. c

Performance Checklist
VI: A-3 Hair Examination

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

Tasks	**Evaluator's Rating** A*	 NA**	 Comments
1. Select the correct objective lens.	___	___	___________
2. Adjust and focus the microscope correctly.	___	___	___________
3. Identify, in writing, characteristics of hair samples:			
• human or animal hair	___	___	___________
• if animal hair, its species	___	___	___________
• if human, some comparison characteristics	___	___	___________
4. Clean up the station and equipment.	___	___	___________
5. Perform the tasks in an acceptable amount of time.	___	___	___________

*A: Acceptable
**NA: Not Acceptable

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the importance and limitations of fiber identification for an investigation.
2. Given characteristics and/or examples of different types of fibers, identify the type of fiber described.
3. Given illustrations of microscopic views of fibers, identify the illustrated fiber.
4. Given a hypothetical situation of examining fiber evidence, identify the characteristics to look for and the possible conclusions.

Performance Objectives

Given a microscope and a slide set of standard fibers of various types (with their labels covered), your students should list the characteristics of each specimen accurately. Evaluate your students' performances using Performance Checklist VI: A-4 included in this *Guide*. Their performances on all of the tasks listed in the checklist should be rated "A" (acceptable).

1. Have students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the various roles the identification of fiber evidence can play in a criminal investigation.
3. Discuss and demonstrate (if possible) the procedures for examining fiber evidence.
4. Show samples (real, slides, or transparencies) of different types of fibers.
5. Discuss the differences among animal, vegetable, mineral, and synthetic fibers.
6. Discuss the characteristics one would look for in the identification of fiber evidence.
7. Show (slides or transparencies) of microscopic views of various types of fibers.
8. Discuss possible results of identifying fiber evidence.
9. For the practical exercise and performance test, provide students with a stereoscopic and a polarizing microscope and a slide set of fiber standards.
10. Have students identify, in writing or orally, various characteristics of fibers as a practical exercise. Then review and discuss the results of their work.

Supporting Activities

1. Provide students with a polarizing microscope and a slide set of standard fibers. Have students examine these fiber standards under the microscope to identify various characteristics such as type, size, shape, and color.

2. Also have students collect samples of fiber and construct their own slides of specimens to examine for characteristics to identify.

3. Review and discuss the results of their examination of fiber specimens.

4. Make a field trip to a crime laboratory covering all areas of forensic microscopic work such as fiber, soil, hair, and blood identification.

Tools, Equipment, and Supplies

1. transparencies or slides of illustrations of different types and samples of fibers

2. transparencies or slides of photographs of microscopic views of various types of fibers

3. a set of slides containing samples of fiber: A set of standard slides of animal, vegetable, mineral, and synthetic fibers can be obtained from Carolina Biological Supply Company, Burlington, North Carolina 27215.

5. microscope(s)

6. collection of materials which supply fibers in common types of crimes: Possibilities are rope, cord, cloth, building insulation, carpet samples, and roofing paper.

Pretest (VI: A-4)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. List **two** ways in which the examination of fiber evidence can aid a criminal investigation.

   ____

   ____

2. List **one** limitation of fiber evidence in a criminal case.

   ____

3. When examining the vegetable fiber, you would especially look for which **three** characteristics?

   a. weave pattern
   b. thickness of cell wall
   c. indication of disease
   d. plant cell shape

4. When examining the synthetic fiber, how would you determine further identification?

   a. by weave pattern
   b. by rope construction
   c. by cross section
   d. by color

5. The following are characteristics of fiber types. Write the name of the fiber type (such as animal, vegetable, mineral, or synthetic) next to the matching characteristics.

   a. This type has the same characteristics as hair evidence. ____________
   b. This type cannot be identified by its appearance only. ____________
   c. This type has a readily observable cellular structure. ____________
   d. This type of fiber is used for curtains and other industrial fabrics. ____________

6. The following are examples of fiber types. Write the name of the fiber type next to each example.

   a. rayon, nylon, and orlon ____________
   b. wool, silk, mink, and muskrat ____________
   c. linen, sisal, hemp, and manilla ____________
   d. glass and asbestos ____________

For questions 7 and 8, suppose that your supervisor has given you four samples of fiber evidence obtained from a crime scene and from a suspect, and has asked you to examine them under the microscope.

7. What type(s) of microscope(s) would you use?

____

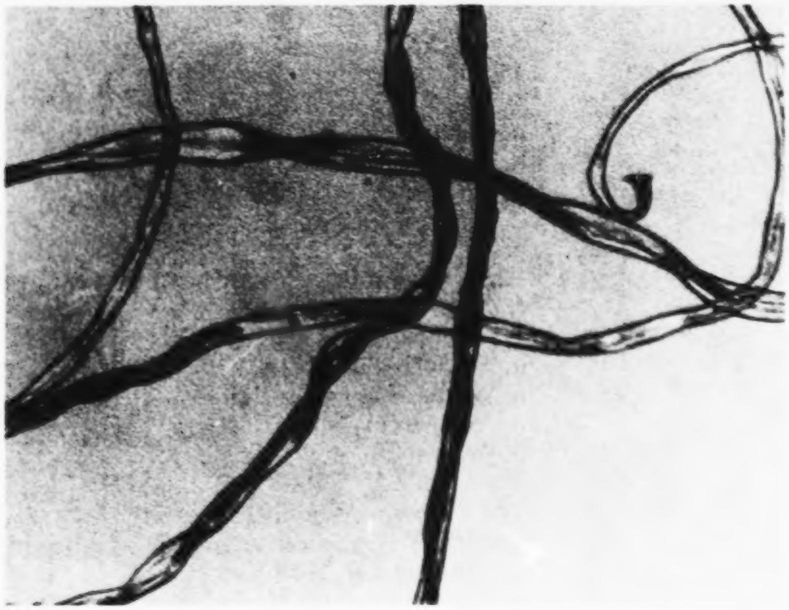
8. What characteristics of textile evidence would you look for? List two.

____

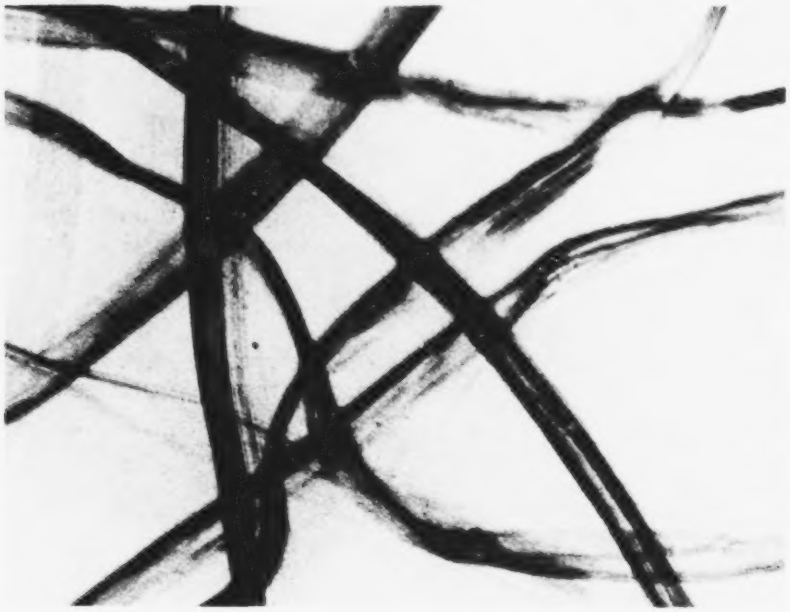
____

9. For the three samples shown below, write the type of fiber each is, such as vegetable, animal, etc.

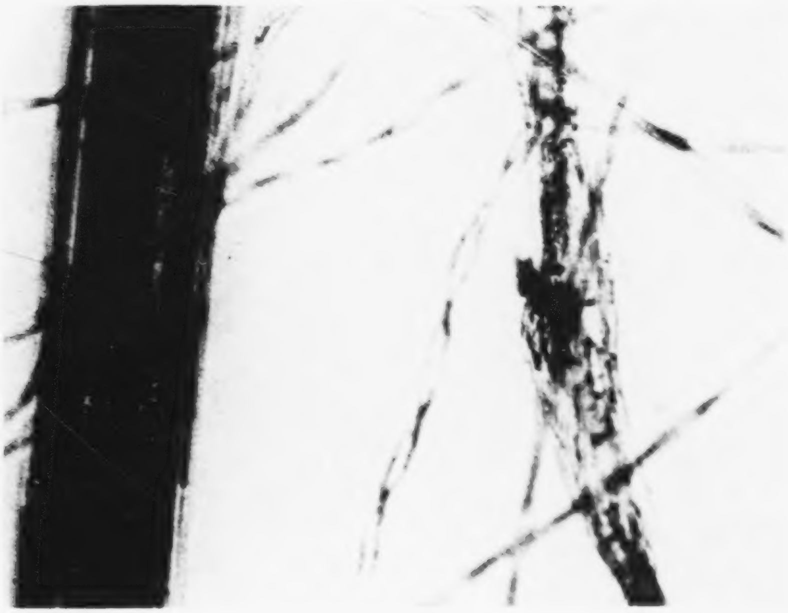
a. ________________



b. ____________



c. ____________



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10. Suppose you are examining fiber evidence under a microscope. The fiber evidence from suspect "A" and the fiber from the sweater the victim was wearing at the time of the crime have the same fabric type, color, and cross-sectional pattern. Which of the following is your most logical conclusion?

    a. The fiber evidence obtained from suspect "A" is vegetable type.
    b. Suspect "A" is the criminal in this case.
    c. Suspect "A" has taken some fabric from the victim by force.
    d. The fiber evidence obtained from suspect "A" may have come from the victim's sweater.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: A-4).

Answers to Pretest (VI: A-4)

1. Any two of the following are correct answers:
   - It can help place a suspect (or a victim) at the scene of the crime.
   - It can help identify the weapon or instrument used in a crime.
   - It can help place the vehicle involved in a crime at the scene of the crime.

2. Any one of the following is correct:
   - Small fragments or single threads are usually considered to be class-type evidence.
   - Fiber evidence is usually not of value for initial identification of suspects.
   - Due to its small size, a special effort must be made to find fiber evidence.

3. b, c, d

4. c

5. a. animal type
   b. synthetic type
   c. vegetable type
   d. mineral type

6. a. synthetic type
   b. animal type
   c. vegetable type
   d. mineral type

7. stereoscopic, polarizing, and comparison

8. Any two of the following are correct:
   - type of fiber (animal, vegetable, mineral, synthetic)
   - rope construction
   - fabric construction
   - weave pattern

9. a. vegetable type (or cotton)
   b. synthetic type
   c. animal type

10. d

Posttest (VI: A-4)

1. Fiber evidence can help a criminal investigation by doing all of the following **except**:

   a. helping identify the vehicle used in a crime.
   b. helping identify the motivation of the suspect's criminal act.
   c. helping place a suspect at the scene.
   d. helping identify the weapon or instrument used in a crime.

2. Which **two** of the following are limitations of fiber evidence?

   a. Fiber evidence is usually considered class-type evidence.
   b. Officers need to get special permission to obtain fiber evidence.
   c. Fiber evidence is usually not of value for the initial identification of suspects.
   d. Different types of fiber evidence look so much alike that it is difficult to differentiate among them.

3. The characteristics and examples of different types of fiber are listed in the left column and the types of fiber are listed in the right column. Match the types with their characteristics and examples by writing the number of the type next to each characteristic and example.

Characteristics and Examples

_____ a. has the same characteristics as hair
_____ b. used for curtains and other industrial fabrics
_____ c. does not have the cuticle patterns, medulla, or cortex characteristics
_____ d. is difficult to identify it by its appearance only
_____ e. has a readily observable cellular structure
_____ f. examples are glass and asbestos
_____ g. examples are wool and silk
_____ h. examples are linen, sisal, and manilla
_____ i. examples are rayon, nylon, and orlon

Type

1. animal fiber
2. vegetable fiber
3. mineral fiber
4. synthetic fiber

For questions 4-10, suppose that your supervisor has given you four samples of fiber obtained at a crime scene and from a suspect, and has asked you to examine them.

4. To examine the samples for the optical properties, which **two** of the following types of microscope would you use?

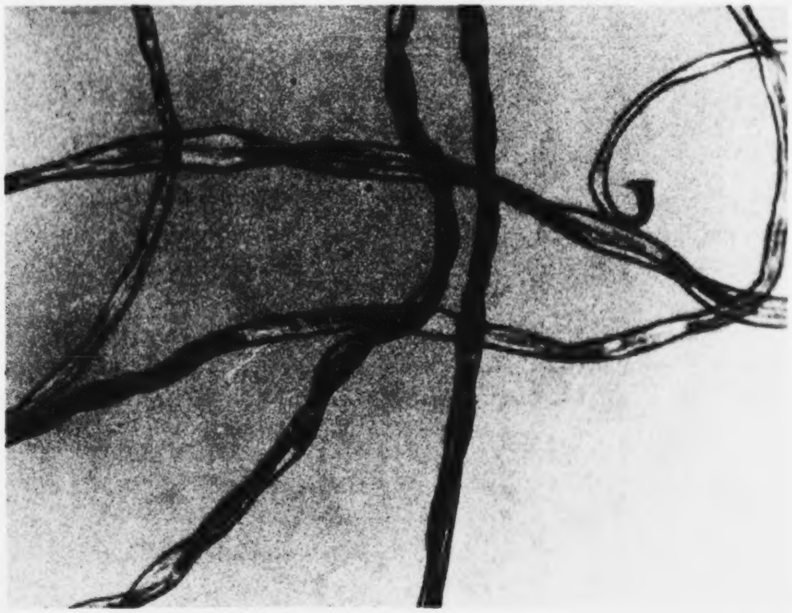
   a. stereoscopic
   b. polarizing
   c. simple
   d. fluorescence

5. When examining the samples, you would look for all of the following characteristics **except:**

   a. type of fiber.
   b. color of fiber.
   c. length of fiber evidence.
   d. age of fiber.

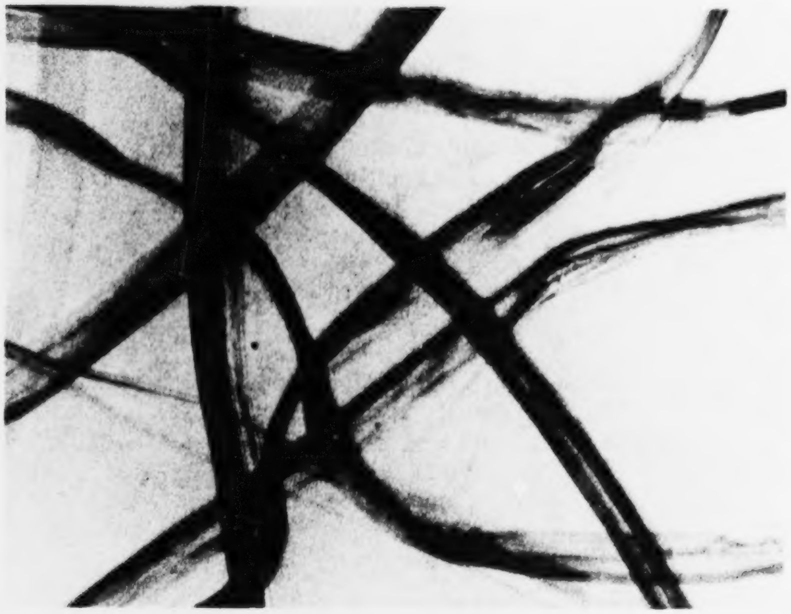
6. Under the microscope, the first sample looks like the one below. What type of fiber is this sample?

   a. linen
   b. hemp
   c. cotton
   d. wool



7. Under the microscope, the second sample looks like the one below. What type of fiber is this sample?

   a. silk
   b. wool
   c. cotton
   d. linen



8. When examining the second sample, you would especially look for all of the following characteristics **except**:

   a. thickness of cell wall.
   b. indication of disease.
   c. weave patterns.
   d. plant cell shape.

9. Suppose that the third sample is identified as synthetic fiber. In order to identify this sample with a particular manufacturer, how would you examine it?

   a. by cross section
   b. by weave pattern
   c. by rope construction
   d. all of the above

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10. The first sample which was obtained from the crime scene and the fourth sample which was obtained from the suspect are matched by fabric type and color. After examining these four samples of fabric, which of the following conclusions would you be able to make?

    a. The second and fourth samples are from the same source.
    b. The fiber evidence obtained from the crime scene may have come from the suspect.
    c. The second sample of fiber has come from a woman's clothes.
    d. The third sample of fiber was part of a rug manufactured by a particular company.

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

Answers to Posttest (VI: A-4)

1. b

2. a, c

3. a. 1
   b. 3
   c. 2, 3, 4
   d. 4
   e. 2
   f. 3
   g. 1
   h. 2
   i. 4

4. a, b

5. d

6. c

7. a

8. c

9. a

10. b

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Performance Checklist
VI: A-4 Fiber Examination

Student's Name: ____________________

Evaluator: ____________________ Date: ____________________

Tasks	Evaluator's Rating A*	NA**	Comments
1. Select the correct objective lens.	___	___	____________
2. Adjust and focus the microscope correctly.	___	___	____________
3. Identify, in writing, characteristics of fiber specimens.	___	___	____________
4. Clean up the station and equipment.	___	___	____________
5. Perform the tasks in an acceptable amount of time.	___	___	____________

*A: Acceptable
**NA: Not Acceptable

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify types of glass normally encountered in a crime investigation.
2. Distinguish between ordinary glass and the two common types of safety glass.
3. Identify or describe the collection/preservation considerations involving glass at a crime scene.
4. Identify or describe the investigative value of broken glass examination.
5. Identify the features of mechanical and thermal breaking of glass.

Performance Objectives

Given a stereomicroscope and pieces of ordinary glass (mechanically and thermally broken), tempered glass, and laminated glass, your students should perform the following tasks. Evaluate your students' performances using Performance Checklist VI: A-5. Performance on all tasks should be rated "A" (acceptable).

1. Identify samples of broken glass as ordinary glass, tempered glass, or laminated glass.
2. For ordinary glass, determine if it was broken thermally or mechanically.
3. For mechanically broken glass, determine the direction of force when 50 percent of the pieces are given.
4. For glass broken by a projectile, determine the projectile's direction of travel (that is, entry and exit of a projectile).

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss the forensic value of glass evidence in general and broken glass evidence specifically.

3. Make transparency masters or obtain audiovisual materials which describe broken glass and the characteristics which can be examined.

4. Discuss the differences between ordinary window glass and the two types of safety glass—laminated and tempered.

5. Discuss responsibilities of a law enforcement officer concerning the collection and preservation of broken glass evidence at the crime scene.

6. Discuss and compare the characteristics of glass which has been broken by mechanical and by thermal means.

7. Discuss safety precautions concerning handling glass at the crime scene and in the laboratory.

8. Ask students to summarize the important points covered in this section.

9. Provide all necessary equipment and supplies for the practical exercise.

10. Arrange for a group practical exercise. Demonstrate breaking glass by mechanical force and thermal force (propane torch). If it is not feasible and practical to demonstrate this activity, obtain these two types of broken glass for the practical exercise. Review and discuss the students' practical exercises.

11. Provide a stereomicroscope and pieces of ordinary glass (mechanically and thermally broken), tempered glass, and laminated glass for the performance test.

Supporting Activities

Invite a crime laboratory analyst to present examples of the use of glass, especially broken glass, in the investigation of crimes.

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Tools, Equipment, and Supplies

Make the following equipment and supplies available to your students for the practical exercise:

1. stereomicroscope with separate illuminator
2. pieces of window glass and a frame into which the glass can be placed
3. ball bearing, small hammer, and propane torch (if you plan to demonstrate breaking glass for your students)

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This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. What are **four** types of glass often involved in a crime?

   ____

   ____

   ____

   ____

2. What are **two** types of safety glass?

   ____

   ____

3. Which type of safety glass shatters into small pieces when broken?

   ____

4. Which of the following is **not** an important step in the collection of broken glass?

   a. All the broken glass should be collected.
   b. Plastic bags are necessary to be able to see the broken glass.
   c. All items should be photographed before collecting.
   d. Glass from inside and outside a building should be packaged separately.

5. What are **two** examples of how broken glass can be involved in an investigation?

   ____

   ____

   ____

   ____

6. The following characteristics are analyzed in examining ordinary broken glass. Identify which are involved in mechanical breaking and which are involved in thermal breaking by writing the correct number beside each characteristic.

_____ a. stress marks on broken glass
_____ b. direction the glass melts
_____ c. craters due to projectile
_____ d. relative path of cracks
_____ e. wavy cracks

1. mechanical
2. thermal

7. Craters form on the ____________________ side of glass when a projectile passes through it.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: A-5).

Answers to Pretest (VI: A-5)

1. Any four of the following are correct:

   - window glass
   - windshield
   - mirrors
   - bottles
   - drinking glasses
   - headlight lenses
   - light bulbs
   - eyeglasses
   - watch crystal
   - fiberglass insulation
   - reinforcing fibers

2. tempered, laminated

3. tempered

4. b

5. Any two of the following are correct:

   - It may have other evidence adhering to or in it.
   - It may adhere to a person's clothing.
   - It may provide information as to how or what happened such as direction of force, sequence of breaks, or how it was broken.

6. a. 1
   b. 2
   c. 1
   d. 1
   e. 2

7. exit

1. A soft drink bottle may **not** be involved in a crime in which of the following ways?

   a. It may be broken while being used as a weapon.
   b. It may have the name of the city where it was made marked on it.
   c. Fragments broken from it at the scene may stick in the sole of the suspect's shoes.
   d. It may have the fingerprints of the suspect on it.

2. All of the following are often involved in a crime **except**:

   a. fiberglass insulation.
   b. headlight lenses.
   c. fiberoptic light systems.
   d. mirrors.

3. Laminated safety glass may be which **two** of the following?

   a. glass laminated between two pieces of plastic
   b. a piece of plastic laminated between two pieces of glass
   c. the same thing as tempered safety glass
   d. found in automobile windshields

4. Which **three** of the following are true of tempered safety glass?

   a. the same thing as laminated safety glass
   b. shatters into small fragments when broken
   c. found in automobile side windows and rear windows
   d. found in sliding glass doors

For questions 5-8, suppose that a jewelry store window has been broken and items taken from the display. Both the owner and a local thief observed in the area are possible suspects.

5. Glass at the scene should be collected from which **three** of the following places?

   a. from the sidewalk in front of the window
   b. from the window - one representative piece
   c. from the window - as many pieces as possible
   d. from inside the display

6. What **three** things should be done with the glass collected in question 5?

   a. Photograph it before collecting.
   b. Package it in three separate containers.
   c. Package it so it will not be broken further.
   d. Mark it with the suspect's name on it.

7. The clothing of which **two** of the following should be collected?

   a. the investigating officer
   b. the local thief
   c. the crime lab analyst
   d. the owner

8. The glass still in the window should be treated in which **three** of the following ways?

   a. washed
   b. photographed
   c. marked "inside" and "outside" before collecting
   d. collected with the glass being left in the frame, if possible

9. In a fire, glass may contribute information in all of the following ways **except** which one?

   a. Window glass mechanically broken from the outside with no soot on it may indicate a point of entry.
   b. The direction of melt of a glass light bulb may indicate the direction of the hottest part of the fire.
   c. Glass broken in wavy lines shows which glass broke due to heat.
   d. Glass on the clothing of the firefighters is more important than glass found on the floor.

10. In a burglary investigation, glass may contribute information in **all but which** of the following ways?

    a. A beer bottle may have fingerprints on it.
    b. Broken window glass may be on the suspect's clothing.
    c. A medicine bottle has the wrong label on it.
    d. Broken window glass may have blood on it.

11. A victim has been shot and there are two bullet holes in a window. Which **two** of the following may be determined from an examination of the window?

    a. when it occured
    b. which direction each bullet was traveling when it hit the window
    c. which bullet was fired first
    d. who fired the bullets

12. The direction of force can be determined from broken glass by examining which **two** of the following?

    a. stress marks on the broken edges of the glass
    b. craters caused by projectile
    c. a glass-tempering compound
    d. a shattered fragment of tempered glass

13. Glass which is broken by thermal force will appear in which **two** of the following ways?

    a. may fall toward the fire side
    b. will have stress lines or marks on broken edges
    c. will form craters on the side toward the heat
    d. will crack in wavy lines

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

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Answers to Posttest (VI: A-5)

1. b
2. c
3. b, d
4. b, c, d
5. a, c, d
6. a, b, c
7. b, d
8. b, c, d
9. d
10. c
11. b, c
12. a, b
13. a, d

Performance Checklist
VI: A-5 Broken Glass Examination

Student's Name: ____________________

Evaluator: ____________________ Date: ____________

Tasks	Evaluator's Rating		
	A*	NA**	Comments
1. Correctly identify each sample of broken glass:			
• ordinary glass	___	___	____________
• tempered glass	___	___	____________
• laminated glass	___	___	____________
2. Determine the method of breaking of ordinary glass.	___	___	____________
3. Reconstruct matched pieces of broken glass and determine direction of force when given 50 percent of the broken pieces.	___	___	____________
4. Determine entry and exit of a projectile by examining the hole in the glass.	___	___	____________
5. Clean up the work area and equipment.	___	___	____________
6. Follow all safety precautions.	___	___	____________
7. Perform all the tasks in an acceptable amount of time.	___	___	____________

*A: Acceptable
**NA: Not Acceptable

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the names and special characteristics of the two basic cameras recommended for forensic photography.
2. Identify the basic purpose of the camera lens.
3. Define the photographic term "focal length."
4. Describe the function of the diaphragm.
5. Identify the relationship between the size of the f-number and the diameter of the lens opening.
6. Identify two types of shutters according to function, structure, range of speed, and use of flash.
7. Given different types of film and lighting situations, identify the type of film that should be used for each given situation.
8. Define "depth of field."
9. List four factors that determine correct exposure.
10. List the basic steps for taking pictures with an adjustable camera.

Performance Objectives

Given a camera and a cartridge of film, your students should take pictures of objects of their choice. You or your aide will evaluate their performances, using the performance checklist included in this Guide. Their performances and products should be rated "A" (acceptable) on all of the items listed on the checklist. (Their products—the photos they take in this section—can be evaluated after students develop the film during the following section.)

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Discuss the importance of photography in criminal justice occupations.
3. Show a single-lens reflex camera and a twin-lens reflex camera, and discuss their characteristics. Have students memorize various parts of the basic single-lens reflex camera.
4. Discuss the functions of the lens, the diaphragm, and the shutter.
5. Define and explain the following photographic terms: focal length, lens speed, f-number, f-stop, shutter speed, and film speed. Construct overhead transparencies for this discussion.
6. Discuss exposure, focusing, and depth of field.
7. Discuss other photographic terms, using the glossary of photographic terms included in the Student Guide.
8. Demonstrate and discuss the procedures for taking pictures. (Point out that the best reference for specific procedures is the camera manufacturer's manual.)
9. For the practical exercise and the performance test, provide students with cameras, rolls or cartridges of film, and objects to photograph.
10. Coordinate your activities with those of a photography teacher in your school, if possible. Also, if you have students who are interested in learning photography in greater depth, recommend that they take a course devoted entirely to photography.

Supporting Activities

1. Display posters showing the basic camera with various parts labeled. **NOTE:** You may be able to obtain a poster (produced by a camera or film manufacturer) that includes the basic camera, light-transmission principles, and film-processing procedures.

2. Show students various types of good and bad photos: pictures of one person, several people, and a group of people; pictures of one object, several objects, and scenes; close-up pictures and action pictures. Discuss what makes the quality of these pictures good or bad. Use these pictures when discussing exposure, focusing, depth of field, and other related concepts.

3. Encourage your students to take pictures of people, objects, and scenes.

4. If possible, obtain or develop a set of slides covering camera equipment, film-developing procedures, and similar topics.

Tools, Equipment, and Supplies

1. camera(s)
2. rolls or cartridges of film

Reference Materials

Camera manufacturers' manuals.

Kodak customer service pamphlets. Rochester, N.Y.: Eastman Kodak Company, Consumer Markets Division.

Kodak Master Photo Guide. Rochester, N.Y.: Eastman Kodak Company, Consumer Markets Division.

Outline for Teaching a Course in Basic Photography. Rochester, N.Y.: Eastman Kodak Company, Consumer Markets Division.

Roberts, Boyd D., and Sharp, Grady F. Individualized Learning Systems: Fundamentals of Investigative Photography. Printed Modules. Salem, Oreg.: Oregon Department of Education, 1976.

"Camera Lenses and Basic Optics"

"Cameras and Their Operation"

"Exposure Control and Exposure Meters"

"Films"

"Flash Photography"

"Understanding Depth of Field"

Audiovisual Materials

(Add any audiovisual materials available to you.)

Professional Procedures Program: Crime Scene Photography. Niles, Ill.: Police Science Services, 1976-80.

Pretest (VI: B-1)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. List **two** types of cameras recommended for forensic photography.

2. State the basic purpose of the camera lens.

3. Define "focal length."

4. If the focal length of a camera is 50mm and the diameter of the lens opening is 10mm, what is the f-number?

5. Explain the function of the diaphragm.

6. Explain the relationship between the size of the f-number and the diameter of the lens opening.

7. List **two** types of shutters, giving for each its function, structure, and range of speed, and the shutter speed at which an electronic flash can be synchronized.

	Type	Function	Structure	Range of Speed	Synchronization
a.					

	Type	Function	Structure	Range of Speed	Synchronization
b.					

8. Suppose that you are taking a photograph where there is not much light and that you have a roll of film with an ASA rating of 64 and another roll of film with an ASA rating of 400. Which film should you use?

9. Define "depth of field."

10. List **ten** basic steps for taking photographs.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: B-1).

1. twin-lens reflex camera
   single-lens reflex camera
2. to collect light rays reflected from the subject and send them to the film plane in sharp focus
3. the distance between the optical center of the lens to the film plane when focused on infinity
4. f/5
5. It provides the means of adjusting the size of the lens opening.
6. the smaller the f-number, the larger the lens opening
7.

	Type	Function	Structure	Range of Speed	Synchronization
a.	between-the-lens shutter	controls the length of time that light is allowed to pass through the lens and reach the film	very thin metal blades that overlap and pivot near the outside edge; located between the lens elements	from one second to 1/500 second	can be synchronized with electronic flash at any speed
b.	focal-plane shutter	controls the length of time that light is allowed to pass through the lens and reach the film	a curtain of thin metal or fabric in which there is a slit; located directly in front of the film	from one second to 1/1000 second	can be synchronized with electronic flash only at 1/60 second

8. the film with an ASA rating of 400
9. the range (or area) within which objects are in sharpest focus

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10.
- Set the film speed.
- Load the film into the camera.
- Determine the object you want to photograph.
- Select the shutter speed.
- Determine the f-stop.
- Adjust the focus.
- Compose the picture in the viewfinder.
- Hold the camera steady.
- Depress the shutter-release button firmly but gently.
- Advance the film to the next exposure.

Posttest (VI: B-1)

For questions 1-13, circle the letter next to each correct answer.

1. Which **two** of the following are basic cameras recommended for forensic photography?

    a. light-meter camera
    b. twin-lens reflex camera
    c. single-lens reflex camera
    d. forensic-type camera

2. Each of the following describes a characteristic of the twin-lens reflex camera **except** which one?

    a. It produces negatives of crime scenes under most normal conditions.
    b. It has a ground-glass focusing system.
    c. It has a between-the-lens shutter.
    d. It produces a 2 1/4 x 2 1/4-inch square negative.

3. What is the main purpose of the camera lens?

    a. to collect and focus light rays on the film
    b. to control the length of time light is admitted
    c. to release the shutter
    d. to control the size of the aperture

4. What is the focal length?

    a. the device for collecting and focusing light rays on the film
    b. the distance from the center of the lens to the film plane when the camera is focused on infinity
    c. the length of time it takes light to reach the film
    d. the light-gathering capacity of the lens

5. Which of the following best describes "lens speed"?

    a. the diameter of the lens opening in relation to its focal length
    b. the speed in transmitting light from the object to the diaphragm
    c. the light-gathering capacity of the lens
    d. the amount of light passing through the lens

6. What is the function of the diaphragm?

    a. to adjust the shutter speed
    b. to adjust the sharpness of focus from foreground to background
    c. to control the length of exposure time
    d. to adjust the size of the aperture

7. Which of the following best states the relationship between the f-number and the diameter of the lens opening?

   a. the larger the f-number, the larger the opening
   b. the smaller the f-number, the smaller the opening
   c. the smaller the f-number, the larger the opening
   d. the larger the f-number, the longer the opening

8. The shutter controls:

   a. the quality of light allowed through the lens.
   b. the sensitivity of the film.
   c. the length of time that light is allowed through the lens.
   d. the size of the lens opening.

9. Which **two** of the following are characteristics of the between-the-lens shutter?

   a. It can be synchronized with an electronic flash only at a shutter speed of 1/60 second.
   b. The range of shutter speed is from one second to 1/500 second.
   c. Most 35mm, single-lens reflex cameras are equipped with this type of shutter.
   d. It can be synchronized with an electronic flash at any shutter speed.

10. Each of the following is a characteristic of the focal-plane shutter **except** which one?

    a. The range of shutter speed is from one second to 1/500 second.
    b. Most 35mm, single-lens reflex cameras are equipped with this type of shutter.
    c. The shutter speed ranges from one second to 1/1000 second.
    d. It can be synchronized with an electronic flash at any speed.

11. Which of the following types of film would you use for night surveillance photography?

    a. color film
    b. low-speed film
    c. high-speed film
    d. especially sensitive high-speed film

12. Suppose you are taking a picture at a beach where there is strong light. If you have a roll of ASA 64 film and one of ASA 400 film, which would you use?

    a. ASA 64 film only
    b. ASA 400 film only
    c. either ASA 64 film or ASA 400 film
    d. neither ASA 64 film nor ASA 400 film

13. What is the depth of field?

a. the distance from the center of the lens to the film plane
b. the focal length divided by the lens diameter
c. the range within which objects are in sharp focus
d. the size of the image on the negative

14. List **four** factors that determine the correct exposure.

____

____

____

____

15. List **ten** basic steps for taking pictures.

____

____

____

____

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____

____

____

____

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test (VI: B-1).

Answers to Posttest (VI: B-1)

1. b, c
2. a
3. a
4. b
5. d
6. d
7. c
8. c
9. b, d
10. a
11. d
12. a
13. c
14.
    - the amount of light available
    - the size of the lens opening
    - the shutter speed
    - the film speed
15.
    - Set the film speed.
    - Load the film into the camera.
    - Determine the object you want to photograph.
    - Select the shutter speed.
    - Determine the f-stop.
    - Adjust the focus.
    - Compose the picture in the viewfinder.
    - Hold the camera steady.
    - Depress the shutter-release button firmly but gently.
    - Advance the film to the next exposure.

Performance Checklist
VI: B-1 Taking Photographs

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

	Evaluator's Rating		
	A*	NA**	Comments
Tasks			
1. Set the film speed.			
2. Load the film.			
3. Select the shutter speed.			
4. Set the aperture ring for proper lighting.			
5. Turn the focusing ring to focus the object.			
6. Compose the picture in the viewfinder.			
7. Hold the camera steady.			
8. Depress the shutter-release button firmly but gently.			
9. Advance the film to the next exposure.			
10. Perform the above tasks in an appropriate amount of time.			
Products			
1. sharpness of focus			
2. lighting (or exposure)			
3. relevance of composition			
4. appropriateness of distance			

*A: Acceptable
**NA: Not Acceptable

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the equipment and materials necessary for processing film, making contact prints, and making enlargements.
2. Identify the procedures and tasks for processing film, making contact prints, and making enlargements.
3. Identify the signs of poor-quality negatives and the cause of each problem.
4. State the reason why contact prints are mandatory in forensic photography.
5. State the purpose of keeping a photo record, and list the information it requires.

Performance Objectives

Given all necessary equipment and materials, your students should be able to produce negatives, contact prints, and enlargements, and complete the photo records. You or your aide will evaluate their performances and products, using the performance checklists included in this Guide. Each item listed in the checklists should be rated "A" (acceptable).

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Show the equipment, materials, and chemicals necessary for processing negatives, making contact prints, and making enlargements.
3. Discuss and demonstrate these procedures as necessary.
4. Have audiovisual materials on film processing, contact-print processing, and enlargement available to students, if possible. Mention, if necessary, that a 100-watt frosted bulb may also be used in making enlargements.
5. Provide all equipment, materials, and chemicals necessary for students to process film, contact prints, and enlargements for the practical exercise and performance test.

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Supporting Activities

(List any activities that may facilitate learning for this section.)

Tools, Equipment, and Supplies

For film processing

1. negative film (Each student should have the film that s(he) exposed in the previous section.)
2. a film-developing tank
3. four big jars
4. a darkroom thermometer
5. a darkroom timer
6. a darkroom graduate or kitchen measuring cup
7. film clips
8. photo chemicals: film developer (Kodak developer formula D-76 is an example), stop bath (Kodak indicator stop bath is an example), and fixer (Kodak fixer and Kodafix solution are examples)

For contact-print processing (in addition to those listed above)

1. an enlarger
2. a printing frame
3. four trays
4. a safelight
5. a photo-blotter roll
6. photographic paper
7. tongs
8. developer (Dektol is an example)

For enlargement processing (in addition to those listed above)

1. a projection print scale
2. enlarging paper (Kodak polycontrast is an example)
3. plain white bond paper

For documentation

photo-negative record forms

NOTE: You may want to reproduce the photo-negative record included in VI: B-3.

Reference Materials

Basic Developing, Printing, Enlarging. Kodak Publication No. AJ-2. Rochester, N.Y.: Eastman Kodak Company, Consumer Markets Division.

Kodak Darkroom Guide. Rochester, N.Y.: Eastman Kodak Company, Consumer Markets Division.

Roberts, Boyd D., and Sharp, Grady F. Individualized Learning Systems: Fundamentals of Investigative Photography. Printed Modules. Salem, Oreg.: Oregon Department of Education, 1976.

"Developing the Film"

"Printing the Negative"

"Refinement of the Printing Process"

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (VI: B-2)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. List **four** tools or pieces of equipment you will need for processing film.

   ____

   ____

   ____

   ____

2. To process film, you should remove it from the camera and load it into the tank in:

   a. very bright light.
   b. dim light.
   c. total darkness.
   d. any lighting condition.

3. When processing film, in which order should you use the photo chemicals listed below?

   a. developer → stop bath → fixer
   b. stop bath → developer → fixer
   c. fixer → stop bath → developer
   d. developer → fixer → fixer

For questions 4–6, write the letters of the functions next to the names of the chemicals they describe. (One letter will not be used.)

	Chemicals	**Functions**
______	4. stop bath	a. makes the negative image on the film visible
		b. removes the fixer and undeveloped silver from the film
______	5. fixer	c. stops the action of the developer
______	6. film developer	d. preserves the image on the film

7. **Suppose that your film is TRI-X Pan and that you are using the developer D-76 and the chart that came with the developer, as shown below. The temperature of the developer recommended for the best result is:**

   a. 65° F.
   b. 68° F.
   c. 72° F.
   d. 75° F.

Developing Times (in Minutes)—Small Tank*

KODAK Packaged Developer	65F	**68F**	70F	72F	75F
Panatomic-X Film					
D-76	8	7	6.5	6	5
D-76 (1:1)	11	**9**	8	7	6
Microdol-X	11	**9**	8	7	6
Microdol-X (1:3)	—	—	13	12	11
Verichrome Pan Film					
D-76	8	7	6.5	6	5
D-76 (1:1)	11	**9**	8	7	6
Microdol-X	11	**9**	8	7	6
Microdol-X (1:3)	—	—	12	11	10
Plus-X Pan Film					
D-76	6	**5.5**	5	4.5	
D-76 (1:1)	10	**8**	7	6	5
Microdol-X	10	**8**	7	6	5
Microdol-X (1:3)	—	—	12	11	10
TRI-X Pan Film					
D-76	8	7	6	5	
D-76 (1:1)	13	11	10	9	8
Microdol-X	13	**11**	10	9	8
Microdol-X (1:3)	—	—	17	16	15
DK-50 (1:1)	5.5	5	—	4.75	4.5

* Agitate at thirty-second intervals throughout development. Primary recommendations are in bold type. For greater sharpness, see developer instructions.

From Basic Developing, Printing, and Enlarging. Kodak Publication No. AJ-2. Rochester, N.Y.: Eastman Kodak Company, Consumer Markets Division. Used with permission.

8. Suppose that you just poured the developer solution into the tank. If the temperature is optimum, how long should you keep the developer in the tank for best results, according to the chart in question 7? (Remember that your film is TRI-X Pan and the developer is D-76.)

   a. five minutes
   b. seven minutes
   c. eight minutes
   d. thirteen minutes

9. Suppose that you just poured the developer solution into the tank, and the recommended developing time is over. What should you do with the developer solution in the tank?

   a. Keep it there, and pour the stop bath into the tank.
   b. Keep it there, and pour the fixer into the tank.
   c. Pour it into a clean, empty jar.
   d. Pour it back into its jar with the remainder of developer solution.

10. After the stop bath has been in the tank for the required amount of time, what should you do with it?

    a. Keep it there, and pour the developer into the tank.
    b. Keep it there, and pour the fixer into the tank.
    c. Pour it into a jar which contains water.
    d. Pour it back into its jar.

11. After processing the film with the three chemicals, you should wash the film:

    a. under gently running water.
    b. in purified water at a temperature of 125° F.
    c. with a soft sponge soaked with warm water.
    d. with a paper towel soaked with warm water.

12. Suppose that when you examine your processed film, you see spotty fingermark stains on the negative film. What might have caused these stains?

    a. loading the film into the tank in a room where some light exists
    b. handling the film after taking it out of the wash without having washed your hands
    c. underexposing film when you took the picture
    d. seating the spool incorrectly in the developing tank

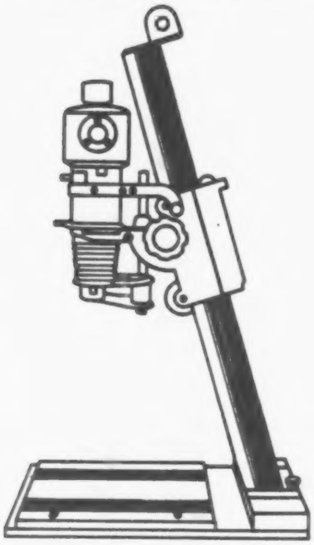
13. Streaks on the negative film might have been caused by:

    a. uneven development resulting from lack of agitation during development.
    b. exposure of film to light when the camera was being loaded or unloaded.
    c. lack of total darkness when the film was being loaded into the tank.
    d. failure to wash hands before handling film after taking it out of the wash.

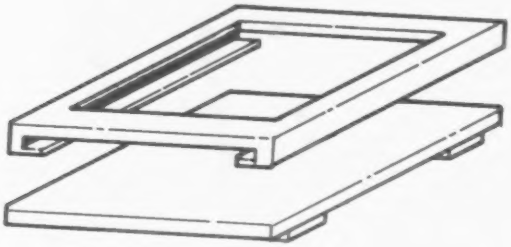
14. Why are contact prints good for court display?

    a. because they are small in size
    b. because they are color prints
    c. because they are the same size as the negatives
    d. because they can have adjoining frames which show the frame numbers

15. Write the names of the equipment illustrated below:



a. ______________________



b. ______________________

16. When you make contact prints for court display, how should you cut the film?

    a. into individual frames
    b. into two frames
    c. into strips of six frames
    d. into twenty frames

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17. When you place the negative and photographic paper in the printing frame for light exposure, which side of the negative and which side of the photographic paper should face each other?

    a. dull side of paper to shiny side of negative
    b. dull side of paper to dull side of negative
    c. shiny side of paper to shiny side of negative
    d. shiny side of paper to dull side of negative

18. You would determine the exposure time after the photographic paper has been in the ________________ for one or two minutes.

    a. developer
    b. contact printer
    c. fixer
    d. stop bath

19. If the test contact prints were too dark when you examined them, what should you do when you process the contact prints again?

    a. Increase the light exposure time.
    b. Decrease the light exposure time.
    c. Eliminate the light exposure time.
    d. Use the same light exposure time as you did for the test prints.

20. When you place the negative in the carrier for enlargement, you should place it with the emulsion (dull) side:

    a. up.
    b. down.
    c. either up or down.
    d. facing plain white bond paper.

21. When you process enlargements, where should you put the negative?

    a. in the enlarger head
    b. on the projection print scale
    c. on the enlarging paper
    d. on the printing frame

22. With the enlarging paper, projection print scale, and negative in the printing frame, how long would you expose them to the enlarger light?

    a. about one minute
    b. about ten minutes
    c. about thirty minutes
    d. about sixty minutes

23. What is the main purpose of completing a photo-negative record?

    a. to keep a chain of custody of evidence
    b. to have it filed with the FBI
    c. to keep track of photographers' activities
    d. for evaluation of performances of laboratory technicians or law enforcement officers

24. List at least **five** types of information that should be included on the photo-record forms.

____

____

____

____

____

After you finish the pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: B-2).

Answers to Pretest (VI: B-2)

1. Any four of the following are correct:
   - a film-developing tank
   - four big jars
   - a darkroom thermometer (or thermometer)
   - a darkroom timer (or timer)
   - a darkroom graduate (or graduate) or kitchen measuring cup
   - film clips
2. c
3. a
4. c
5. d
6. a
7. b
8. b
9. c
10. d
11. a
12. b
13. a
14. d
15. a. an enlarger
    b. a printing frame
16. c
17. d
18. c
19. b
20. b
21. a
22. a

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23. a

24. Any five of the following are correct:

- the case number for which the picture was taken
- the date and time when the picture was taken
- the place where the picture was taken
- the name of the photographer
- the subject of the picture
- camera description
- the lens opening and the shutter speed
- the film type
- the film developer, development time and temperature
- the lighting: light conditions, flash, etc.
- the camera height and/or camera position

For all the following questions except question 15, circle the letter next to each correct answer.

1. All of the following are tools and equipment you will need for film processing **except** which one?

   a. a projection print scale
   b. a film-developing tank
   c. four big jars
   d. a thermometer

2. When loading the film into the tank, you should do it:

   a. under dim light.
   b. in total darkness.
   c. under any lighting condition.
   d. in very bright light.

3. When processing film, in which order should you use the photo chemicals listed below?

   a. fixer → stop bath → developer
   b. stop bath → fixer → developer
   c. developer → fixer → stop bath
   d. developer → stop bath → fixer

4. What is the function of a stop bath?

   a. to make the negative image on the film visible
   b. to remove the fixer and undeveloped silver from the film
   c. to stop the action of the developer
   d. to preserve the image on the film

5. What is the function of the film developer?

   a. to make the negative image on the film visible
   b. to remove the fixer and undeveloped silver from the film
   c. to stop the action of the developer
   d. to preserve the image on the film

6. What is the function of the fixer?

   a. to make the negative image on the film visible
   b. to remove the undeveloped silver from the film
   c. to stop the action of the developer
   d. to preserve the image on the film

Look at the chart below for questions 7 and 8.

Developing Times (in Minutes)—Small Tank*

KODAK Packaged Developer	65F	**68F**	70F	72F	75F
Panatomic-X Film					
D-76	8	**7**	6.5	6	5
D-76 (1:1)	11	**9**	8	7	6
Microdol-X	11	**9**	8	7	6
Microdol-X (1:3)	—	—	13	12	11
Verichrome Pan Film					
D-76	8	**7**	6.5	6	5
D-76 (1:1)	11	**9**	8	7	6
Microdol-X	11	**9**	8	7	6
Microdol-X (1:3)	—	—	12	11	10
Plus-X Pan Film					
D-76	6	**5.5**	5	4.5	
D-76 (1:1)	10	**8**	7	6	5
Microdol-X	10	**8**	7	6	5
Microdol-X (1:3)	—	—	12	11	10
TRI-X Pan Film					
D-76	8	**7**	6	5	
D-76 (1:1)	13	**11**	10	9	8
Microdol-X	13	**11**	10	9	8
Microdol-X (1:3)	—	—	17	16	15
DK-50 (1:1)	5.5	**5**	—	4.75	4.5

* Agitate at thirty-second intervals throughout development. Primary recommendations are in bold type. For greater sharpness, see developer instructions.

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7. Suppose that your film is TRI-X Pan and your film developer is D-76. What should be the temperature of the developer solution for the best result?

   a. 65° F
   b. 68° F
   c. 72° F
   d. 75° F

8. How long should you keep the developer in the tank for the best result? (Remember that your film is TRI-X Pan and the developer is D-76.)

   a. seven minutes
   b. eight minutes
   c. ten minutes
   d. eleven minutes

9. After the recommended developing time is over, what should you do with the developer solution in the tank?

   a. Keep it there, and pour the stop bath into the tank.
   b. Keep it there, and pour the fixer into the tank.
   c. Pour it back into its jar with the remainder of developer solution.
   d. Pour it into a clean, empty jar.

10. After the stop bath has been in the tank for the required amount of time, what should you do with it?

    a. Keep it there, and pour the developer into the tank.
    b. Keep it there, and pour the fixer into the tank.
    c. Pour it into a jar that contains water.
    d. Pour it back into its jar.

11. After processing the film with the three chemicals, you should wash the film:

    a. under gently running water.
    b. in purified water at a temperature of 125° F.
    c. with a soft sponge soaked with warm water.
    d. with a paper towel soaked with cold water.

12. Suppose that the processed negative film is gray and has poor contrast. What might have caused this poor quality?

    a. the lack of total darkness when the film was being loaded in the tank
    b. failure to seat the spool correctly in the developing tank
    c. overexposure of the film when the picture was taken
    d. failure to close the cap securely on the tank

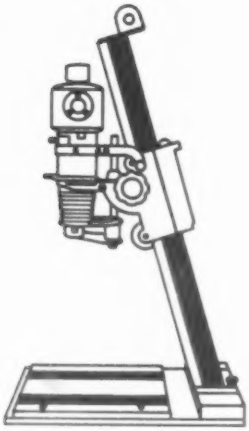
13. What might have caused fogging and blackness along the edges of the processed negative film? (Choose **all** correct answers.)

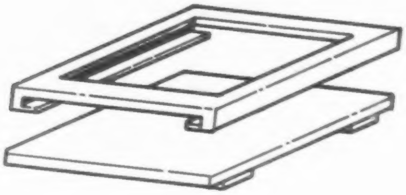
    a. a lack of light when the picture was taken
    b. the lack of total darkness when the film was being loaded in the tank
    c. exposure of the film to light when the camera was being loaded or unloaded
    d. failure to close the cap securely on the tank

14. Contact prints are good for court display because:

    a. they are small in size.
    b. they are the same size as the negatives.
    c. they can have adjoining frames which show the frame numbers.
    d. they can be enlarged.

15. Write the names of the equipment illustrated below.





a. ____________________ b. ____________________

16. When you process the contact prints for court display, which of the following is the best way to cut the film?

    a. into single frames
    b. into strips of two frames each
    c. into strips of six frames each
    d. into twenty frames

17. Before you shine the light onto the negative and photographic paper in the printing frame, you should make sure that the ____________ side of the paper faces the __________ side of the negative. (Choose **one** letter next to the two words that correctly complete the sentence.)

    a. dull, dull
    b. dull, shiny
    c. shiny, shiny
    d. shiny, dull

18. To expose the negative and photographic paper to light in the printing frame, what should you use?

I. the enlarger light
II. the safelight

a. I only
b. II only
c. either I or II
d. neither I nor II

19. When should you determine the exposure time for processing contact prints?

a. after washing the prints with water
b. after air drying them
c. after they have been in the stop bath for thirty seconds
d. after they have been in the fixer for about one minute

20. If the test contact prints were too light, light exposure time must have been:

a. too long.
b. too short.
c. about right.
d. the same as that recommended by the manufacturer of the developer.

21. When processing an enlargement, you should place the negative in the carrier with the emulsion (dull) side:

a. down.
b. up.
c. either up or down.
d. facing plain white bond paper.

22. Where should you place the negative when processing enlargements?

a. on the printing frame
b. in the enlarger head
c. on the enlarging paper
d. on the projection print scale

23. How long should you expose the enlarging paper to the enlarger light?

a. about one minute
b. about two minutes
c. about thirty minutes
d. about sixty minutes

24. What is the main purpose of completing the photo record?

   a. to keep a chain of custody of evidence
   b. to have it filed with the FBI or in a local law enforcement agency
   c. for the evaluation of the performances of laboratory technicians or law enforcement officers
   d. to keep track of the activities of photographers

25. Which of the following information should be included in the photo-negative record? (Choose **all** correct answers.)

   a. the case number
   b. the date and time when the picture was taken
   c. the lens opening and the shutter speed
   d. the paper developer

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test (VI: B-2).

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Answers to Posttest (VI: B-2)

1. a
2. b
3. d
4. c
5. a
6. d
7. b
8. a
9. d
10. d
11. a
12. a
13. c, d
14. c
15. a. enlarger
    b. printing frame
16. c
17. d
18. a
19. d
20. b
21. a
22. b
23. a
24. a
25. a, b, c

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Performance Checklist
VI: B-2a Processing Negatives

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

	Evaluator's Rating		
Tasks	A*	NA**	Comments
1. Assemble all necessary equipment and materials.	____	____	________________
2. Mix the developer according to the manufacturer's instructions packaged with the developer.	____	____	________________
3. Mix the stop bath according to the manufacturer's instructions.	____	____	________________
4. Mix the fixer according to the manufacturer's instructions.	____	____	________________
5. In total darkness, load the film into the developing tank.	____	____	________________
6. Determine the developing time and set the timer accordingly.	____	____	________________
7. Process the film with the developer, stop-bath, and fixer solutions.	____	____	________________
8. Wash the film under gently running water for 30 to 45 minutes.	____	____	________________
9. Dry the film.	____	____	________________
10. Examine the negatives for quality, and identify the possible causes for any signs of poor quality.	____	____	________________
11. Complete the photo-negative record.	____	____	________________
12. Perform all these tasks in an acceptable amount of time.	____	____	________________

*A: Acceptable
**NA: Not Acceptable

	Evaluator's Rating		
	A	NA	Comments
Products			
1. freedom from			
• streaks			
• regular spots along edge			
• fogging or blackness along edge			
• spotty, fingermark stains.			
2. sharpness and naturalness of contrast			
3. clarity of image			

Performance Checklist
VI: B-2b Making Contact Prints

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

	Evaluator's Rating		
	A*	NA**	Comments
Tasks			
1. Assemble the equipment and materials.	___	___	____________
2. Prepare the chemicals (developer, stop bath, and fixer) according to the manufacturer's instructions.	___	___	____________
3. Arrange four trays.	___	___	____________
4. Cut the negative film into strips.	___	___	____________
5. Place the photographic paper and the strips of negative film in the printing frame with their emulsion sides facing each other.	___	___	____________
6. Expose the strips of negative film and the paper to the enlarger light for eight seconds.	___	___	____________
7. Process the photographic paper with the developer, the stop bath, and the fixer.	___	___	____________
8. Determine the exposure time.	___	___	____________
9. Discard the test print.	___	___	____________
10. Process the contact prints again with the exposure time determined in Step 8.	___	___	____________
11. Wash the prints.	___	___	____________
12. Dry the prints.	___	___	____________
13. Perform the tasks in an appropriate amount of time.	___	___	____________

*A: Acceptable
**NA: Not Acceptable

	Evaluator's Rating		
	A	NA	Comments
Products			
1. sharpness and naturalness of contrast	____	____	________________________
2. clarity of image	____	____	________________________

Performance Checklist
VI: B-2c Developing Enlargements

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

	Evaluator's Rating		
Tasks	A*	NA**	Comments
1. Assemble the equipment and materials.			
2. Prepare the chemicals (developer, stop bath, and fixer) according to manufacturer's instructions.			
3. Place the negative in the carrier with the emulsion side down, and then place the carrier into the enlarger.			
4. Focus the negative and turn off the enlarger light.			
5. Place the enlarging paper with the projection print scale in the printing frame, and turn the enlarger light on.			
6. Process the enlarging paper with the developer, stop bath, and fixer.			
7. Determine the exposure time and discard the test enlargement.			
8. Reset the timer for the new exposure time, and repeat the process for enlargement.			
9. Examine the enlarged print, and repeat the process as necessary.			
10. Wash the enlarged print.			
11. Dry the enlarged print.			
12. Complete the photo-enlargement record.			
13. Complete the task in an acceptable amount of time.			

*A: Acceptable
**NA: Not Acceptable

	Evaluator's Rating		
	A	NA	Comments
Products			
1. sharpness and naturalness of contrast	___	___	________________________
2. lighting (or exposure)	___	___	________________________
3. sharpness of focus	___	___	________________________
4. clarity of image	___	___	________________________

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Given descriptions or examples of four types of identification photographs, identify each type by name.
2. Identify the purposes of close-up, full-length, surveillance, and lineup photographs.
3. Identify basic, general procedures for taking front and profile, full-length, surveillance, and lineup photographs.

Performance Objectives

Given a camera, a roll of film, photoflood lamps, a tripod, subjects (maybe other students), and a lineup report, each student should (1) take **four** close-up identification photographs (two front and two profile), **two** full-length photographs, and a lineup photograph; (2) produce an enlargement of each photograph taken; and (3) complete the lineup report.

You or your aide will evaluate your students' performances and products, using the performance checklist included in this Guide. All of their performances and products as listed on the checklist should be rated "A" (acceptable).

NOTE: Since taking surveillance photos can involve activities that may not be practical for students to do, taking this kind of photograph is not included in the performance objectives.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Emphasize the importance of personal identification photography in the criminal justice field for identification of general and specific characteristics.
3. Show examples of four types of personal identification photographs: (1) front and profile close-up photographs, (2) full-length photographs, (3) surveillance photographs, and (4) lineup photographs.
4. Discuss the purpose of each of these different types of photographs.
5. Discuss and demonstrate the procedures for taking each of the four types of identification photographs.
6. Point out the importance of completing the photo-negative record, the photo-enlargement record, and the lineup report.
7. Review the basic procedures for producing enlargements, if necessary.

Supporting Activities

1. Encourage your students to take close-up, full-length, and lineup photographs of one another as subjects.

2. Have students bring (or you should collect) samples of four types of personal identification photographs, and have students identify the characteristics from each photograph.

3. Ask students to take surveillance photographs.

4. Help the students produce contact prints and enlargements of the photographs they have taken.

5. Discuss the problems they have encountered when taking photographs and producing enlargements.

6. Discuss their work, pointing out its strengths and weaknesses.

Tools, Equipment, and Supplies

1. camera(s)
2. film
3. tripod(s)
4. photoflood lamps
5. lineup reports
6. photo-negative records (optional)

NOTE: You may want to reproduce the photo-negative record and the lineup report included in this section.

Reference Materials

(Add any reference materials available to you.)

Basic Police Photography. Rochester, N.Y.: Eastman Kodak Company, Consumer Markets Division.

Siljander, R. P. Applied Police and Fire Photography. Springfield, Ill.: Charles C. Thomas, 1976.

Various camera manufacturers' manuals.

Audiovisual Materials

(List any audiovisual materials available to you.)

PHOTO-NEGATIVE RECORD

Photographer ______________________ Developer ______________________

Development time and temperature ______________________

Case No. __________ Film Type __________ Roll No. _____ Camera Format __________

FRAME NUMBER	f SETTING	SHUTTER SPEED	LENS mm	CAMERA HEIGHT	CAMERA DISTANCE	FILTER	LIGHTING	LOCATION AND SUBJECT	TIME	DATE
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
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35										
36										

NOTES: ____

____

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LINEUP REPORT

Investigator ____________________ Case Number __________

Location of Lineup ____________________ Date __________ Time __________

The lineup was composed of the following persons:

No. Name

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Suspects are: No. __________ Name ____________________

No. __________ Name ____________________

Identifying witnesses were:

No.	Name	Number Identified
1.	__________	No. __________
2.	__________	No. __________
3.	__________	No. __________
4.	__________	No. __________

Photographer ____________________ Camera __________

Frame No. __________ F-No. __________ Speed __________

Signatures:

Investigator ____________________

Photographer ____________________

Pretest (VI: B-3)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. If an investigator wants to photograph specific characteristics of a victim, such as a scar or a bruise, what type of identification photograph should the investigator take?

2. What type of identification photograph is not usually used as the primary identification photograph, but is used in addition to other identification photographs?

3. Suppose that six people who seem to be related to the crime are photographed standing in line so that witnesses can identify the suspect. What type of identification photograph is being taken?

4. What is the purpose of a close-up identification photograph?

5. What is the purpose of a lineup identification photograph?

6. What is the purpose of a surveillance photograph?

7. What is the purpose of a full-length identification photograph?

8. When you take a personal identification photograph, you should set your shutter speed and lens opening according to ________________ and ________________________.

9. How would you arrange the lighting for a close-up identification photograph?

10. What are the positions of the subject for close-up (front and profile) photographs?

11. What type of camera would you use for a surveillance photograph?

12. How would you arrange the lighting for a lineup photograph?

13. What forms should you complete after taking the lineup photograph?

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: B-3).

Answers to Pretest (VI: B-3)

1. a close-up identification photograph (or front and profile identification photographs)
2. a full-length identification photograph
3. a lineup photograph
4. to show specific characteristics of a victim or a suspect
5. to identify the suspect among several other people
6. to preserve the crime scene
7. to compare the subject's characteristics—type of clothing, build, and height—with those of the suspect
8. light available and film sensitivity
9. Place one photoflood lamp four feet to the left and another four feet to the right of the subject at 45-degree angles.
10. sitting or standing
11. 35mm, single-lens reflex
12. Place a series of photoflood lamps in front of the lineup of people.
13. photo-negative record and lineup report

Posttest (VI: B-3)

For questions 1-4, four types of identification photographs are listed in the left column. Their purposes are listed in the right column. Match each purpose with the type of photograph it applies to by writing the letter of each purpose next to the matching name.

Name

_____ 1. surveillance photograph

_____ 2. close-up photograph

_____ 3. lineup photograph

_____ 4. full-length photograph

Purpose

a. to identify injuries and wounds the victim or the subject has as a result of the crime
b. to identify the suspect among several other people
c. to preserve the crime scene
d. to compare the subject's characteristics—type of clothing, build, and height—with those of the suspect

For questions 5-15, circle the letter next to each correct answer.

5. A law enforcement officer presents a 2 x 2-inch photograph of a woman that shows a scar on her neck and a bruise under her left eye. What type of identification photograph is this?

   a. a close-up photograph
   b. a full-length photograph
   c. a surveillance photograph
   d. a lineup photograph

6. What type of identification photograph is taken from a hidden observation point in a van equipped with security devices?

   a. a close-up photograph
   b. a full-length photograph
   c. a surveillance photograph
   d. a lineup photograph

7. Suppose you are looking at a 2 1/2 x 2 1/2-inch photograph of a man. You can tell that this man's right leg is shorter than the left one and that he has a slender build. What type of identification photograph are you looking at?

   a. a close-up photograph
   b. a full-length photograph
   c. a surveillance photograph
   d. a lineup photograph

8. Suppose you are taking a picture of seven people, one of whom is a criminal suspect, while a witness is looking at them to identify the suspect. What type of identification photograph are you taking?

   a. a close-up photograph
   b. a full-length photograph
   c. a surveillance photograph
   d. a lineup photograph

9. For close-up identification photographs, how should you arrange the lighting?

   a. Place one photoflood lamp four feet to the left and another four feet to the right of the subject at 45-degree angles.
   b. Place four photoflood lamps four feet to the back, front, left, and right of the subject.
   c. Place a series of photoflood lamps in front of the subject.
   d. Place two photoflood lamps in front and two at the back of the subject.

10. Two students are discussing close-up (front and profile) photographs. Student A says that the subject must sit down for this type of photograph. Student B says that the subject can either sit down or stand. Who is right?

    a. Student A only
    b. Student B only
    c. both Student A and Student B
    d. neither Student A nor Student B

11. If you had placed the camera four feet in front of the subject for front and profile close-up photographs, how far should you place the camera for full-length photographs?

    a. six feet from the subject
    b. ten feet from the subject
    c. where the subject's full length is visible in the viewfinder
    d. where the camera gets the clearest view of the subject

12. Which type of camera should you use for a surveillance photograph?

    a. a 35mm, single-lens reflex camera
    b. a 35mm, twin-lens reflex camera
    c. a fixed-focus camera with an extension frame
    d. any type of camera

13. When taking lineup photographs, how should you arrange the lighting?

    a. Place two photoflood lamps in front of and at the back of the lineup four feet away.
    b. Place two photoflood lamps four feet to the left and to the right of the person standing at the end of the line.
    c. Place four photoflood lamps around the lineup.
    d. Place a series of photoflood lamps focused on a background.

14. After taking the lineup photographs, what should you complete?

I. photo-negative record
II. lineup report

a. I only
b. II only
c. both I and II
d. neither I nor II

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test (VI: B-3).

Answers to Posttest (VI: B-3)

1. c
2. a
3. b
4. d
5. a
6. c
7. b
8. d
9. a
10. b
11. c
12. a
13. d
14. c

Performance Checklist
VI: B-3 Personal Identification Photography

Student's Name: ____________________

Evaluator: ____________________ Date: ____________

	Evaluator's Rating		
Tasks	A*	NA**	Comments
For Close-up Photographs			
1. Make sure the camera has unexposed film in it.			
2. Adjust the shutter speed and lens opening according to lighting conditions and film sensitivity.			
3. Make a simple lighting arrangement with two lamps.			
4. Take two pictures of the subject from the front and two pictures of the subject's profile.			
For Full-Length Photographs			
1. Make sure the camera has unexposed film in it.			
2. Adjust the shutter speed and lens opening.			
3. Make a simple lighting arrangement with two lamps.			
4. Take two pictures of the subject in full length.			
For Lineup Photographs			
1. Make sure the camera has unexposed film in it.			
2. Arrange the lighting with a series of photoflood lamps.			
3. Set up the camera on a tripod in front of the lineup.			

*A: Acceptable
**NA: Not Acceptable

	Evaluator's Rating		
	A	NA	Comments
Tasks			
4. Adjust the shutter speed and lens opening.			
5. Focus the camera on the center of the group.			
6. Make sure there are no suggestive markings in view at the lineup.			
7. Take a picture of the lineup.			
8. Complete the lineup report.			
For All Photographs			
1. Complete the photo-negative record.			
2. Complete the tasks listed above in an acceptable amount of time.			

Products

NOTE: Since the students' performances and products for objectives requiring the development of negatives and enlargements were evaluated in Section 2, these objectives are not included in this section. You may, however, want to check students' identification photographs, as follows:

- Each close-up photograph should show individual (specific) characteristics of the person photographed.
- Each full-length photograph should show identification characteristics, such as clothing, build, and height, of the person photographed.
- Each lineup photograph should clearly show everyone in the group photographed.

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify lens opening, shutter speed, and focusing for normal-lens magnification photography.
2. Given descriptions, magnification ranges, and/or examples of four magnification levels of evidence photography, identify each level.
3. Describe three items of comparative photography and two examples of results of comparative photography.
4. Identify the desirable degree of magnification, type of camera, or magnification devices needed for fingerprint photography.
5. Identify procedures for preparing fingerprint photographs for courtroom display.

Performance Objectives

Given access to a camera, film, close-up lenses, a macroextension device, manufacturer's manual, darkroom facilities, and objects to be photographed, your students should be able to perform the following tasks.

1. Take pictures of objects for each of the following:
    a. normal-lens magnification photography
    b. close-up photography
    c. macrophotography
2. Take pictures of objects for evidence comparison (comparative photography).
3. Photograph latent and ink-rolled fingerprints for a fingerprint comparison.
4. Photograph a mock crime scene or accident scene. (Optional)

You or your aide will evaluate your students' performances and products using the performance checklist included in this Guide. Their performances and products should be rated "A" (acceptable) on all of the items listed on the checklist.

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1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Discuss four magnification levels of evidence photography: their definitions, descriptions, magnification ranges, and examples.

3. Demonstrate how to take normal-lens magnification photographs, close-up photographs with close-up lenses, and macrophotographs with supplementary equipment. If you have audiovisual materials which illustrate these procedures, show them to your students.

4. Discuss the purpose, examples, and procedures of comparative photography.

5. Discuss the desired degree of magnification for fingerprint photographs, the types of supplementary camera devices, and the preparation of fingerprint photographs for courtroom display.

6. Discuss basic photographic skills needed for crime-scene (or accident-scene) photography.

7. Review the basic procedures for producing negatives and enlargements, if necessary.

Supporting Activities

1. If you have access to evidence photographs, bring them to class so that students can categorize them into four levels according to the magnification of each.

2. Display examples of four magnification levels of evidence photographs, of comparative photographs, and of photographs of fingerprints prepared for courtroom display.

3. Divide your students into several groups and give them group projects: normal-lens magnification photographs for Group A, close-up photographs for Group B, and so on. Have each group report its own work and critique the work of the other groups.

Tools, Equipment, and Supplies

1. camera(s)
2. rolls of film
3. close-up lenses
4. macroextension device(s)
5. darkroom facilities and supplies
6. items that can serve as objects for evidence photography

Reference Materials

Camera manufacturers' manuals.

Photography Through the Microscope. Kodak Data Book No. P-2. Rochester, N.Y.: Eastman Kodak Company, Consumer Markets Division.

Roberts, Boyd D., and Sharp, Grady F. Individualized Learning Systems: Fundamentals of Investigative Photography. Printed Modules. Salem, Oreg.: Oregon Department of Education, 1976.

"Copy and Close-Up Photography"

"Crime Scene Photography"

Audiovisual Materials

(List any audiovisual materials available to you.)

Pretest (VI: B-4)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. If you want to take a picture of a typewriter to show its details at ten percent of actual size without using any special lens or equipment, you should set your f-number and shutter speed according to ________________ and film sensitivity, and focus to the ____________ marked distance on the focusing ring.

2. Suppose a police officer shows you a picture of a coffeepot which reveals details clearly at about ten percent of actual size. What type of magnification photography is this picture?

   ____

3. What is the main purpose for taking photographs of evidence?

   ____

4. What level of photography is required for items that are too small for close-up photography and too large for microphotography?

   ____

The following three items are magnification ranges of three levels of evidence photography. Write the correct level of photography next to each magnification range.

5. 1.0 (actual size) to over 10 times actual size: ____________________

6. 10 to 1000 times actual size: ____________________

7. 10 percent to 100 percent of actual size: ____________________

8. List **two** examples of possible results of comparative photography.

   ____

   ____

9. List **three** items which can be photographed comparatively for courtroom display.

   ____

   ____

   ____

10. What is the desirable magnification for fingerprint photographs?

11. What type of camera would you use for fingerprint photographs without a special lens.

12. In order to prepare fingerprint photographs for courtroom display, basically what **five** things should you do?

13. What is the main purpose of taking a series of crime-scene (or accident-scene) photographs?

14. For overall views of a crime scene, you would need ____________ depth of field.

15. Two students discuss crime-scene photography. Student A says that a police officer should take close-up lenses and macroextension devices to the scene. Student B says that as long as the officer has a good camera with a 50mm normal lens, s(he) does not need close-up lenses or extension devices. Who is right?

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: B-4).

Answers to Pretest (VI: B-4)

1. light available, closest
2. normal-lens magnification photography
3. to show the exact position of evidence before it is touched
4. macrophotography
5. macrophotography
6. microphotography
7. close-up photography
8. Any two examples that are similar to the following are correct:
   - Broken headlight glass found on the crime scene matches with the suspect's vehicle.
   - Foot impressions found on the crime scene match with the suspect's shoe.
   - A typewritten memo found on the crime scene matches with the suspect's typewriter.
   - A bullet hole found on the crime scene does not match with the suspect's gun and bullets.
9. Any three of the following types are correct:
   - handwriting
   - typewritten specimen
   - broken knife blade
   - broken headlight glass
   - footprint impression
   - tire-print impression
10. actual size (1:1, or one-to-one)
11. 1:1, or one-to-one, camera
12. - Enlarge the photographs of both types of fingerprints.
    - Mount the photographs (enlargements) of both latent and ink-rolled fingerprints side by side on an 8 x 10-inch card.
    - Prepare vertical rows of numbers on the edges of both prints.
    - Identify specific characteristics of both fingerprints by drawing a line from each characteristic to a number.
    - Photograph the master.

13. to establish the relationship of evidence to the overall related circumstances

14. maximum (or largest)

15. Student A

Posttest (VI: B-4)

For items 1-8, four magnification levels of evidence photography are listed below. Also listed are statements relating to each level. Next to each statement, write the letter of the level described.

a. normal-lens magnification photography
b. close-up photography
c. macrophotography
d. microphotography

_____ 1. It is usually used to show the exact position of very small items of evidence before they are touched.

_____ 2. You can use a normal lens with a supplementary extension device for this type of photography.

_____ 3. It is used for items that are too small for close-up photographs and too large for microphotography.

_____ 4. You can magnify an item from 10 to possibly 1000 times its actual size by this level of photography.

_____ 5. Its magnification range is from 10 percent of actual size to 100 percent.

_____ 6. You should use a small lens opening, adjust shutter speed according to light available and film speed, and focus to the closest marked distance on the focusing ring for this level of photography.

_____ 7. Suppose your supervisor asked you to photograph a typewriter to show its details at about ten percent of its actual size.

_____ 8. You would want to use this level to photograph a scar made by a knife to show its detail a little larger than actual size.

For questions 9-15, circle the letter next to each correct answer.

9. All of the following may be magnified well for comparative photography **except** which one?

a. tire-print impressions
b. overview of an accident scene
c. handwritings
d. fingerprints

10. Which **two** of the following indicate the results of comparative photography?

    a. A piece of tire obtained at the scene of a hit-and-run accident matches with the remaining part of the tire on a suspect's vehicle.
    b. The type of blood obtained from physical evidence on the crime scene does not match with the suspect's blood type.
    c. A strand of hair found in a victim's car is matched with the suspect's beard.
    d. Handwriting found on a piece of a note obtained from the crime scene matches with the suspect's handwriting.

11. When taking photos of ink-rolled fingerprints, at what size should you photograph them?

    a. ten percent of actual size
    b. actual size
    c. twice the actual size
    d. ten times bigger than actual size

12. Cindy and Carl are planning to photograph fingerprints. Cindy recommends using a one-to-one camera. Carl recommends using one or two close-up lenses. Who is right?

    a. Cindy only
    b. Carl only
    c. both Cindy and Carl
    d. neither Cindy nor Carl

13. Two students discuss fingerprint photography. Student A says that photographs of latent fingerprints are sufficient for courtroom presentation. Student B says that both latent and ink-rolled fingerprints should be photographed and presented at the courtroom. Who is right?

    a. Student A only
    b. Student B only
    c. both Student A and Student B
    d. neither Student A nor Student B

14. In order to prepare fingerprint photographs for courtroom display, you should do all of the following **except** which one?

    a. Make sure the size of each photograph is 8 x 10 inches.
    b. Mount photographs of fingerprints to be compared side by side on a card.
    c. Prepare vertical rows of numbers on the edges of both prints.
    d. Identify specific characteristics on both prints by drawing a line from each characteristic to a number.

15. Suppose you are a police officer and report to the crime scene. There you find (1) a wounded victim lying on the ground, (2) a damaged vehicle with its left headlight glass broken, (3) a piece of broken knife, and (4) the contents of the victim's purse on the ground. What and how would you photograph at the crime scene? (Choose **all** correct answers.)

   a. an overview of the scene; with normal lens at the maximum depth of field
   b. the victim's wound, broken headlight glass, broken knife, and fingerprints on any physical evidence; with an extension tube or a bellows extension
   c. the victim's wound, damaged areas on the car, and contents of the victim's purse; with close-up lenses
   d. several strands of hair found on the car seat, a blood stain on the victim's shirt, and fibers of cloth at the car door; with a camera and microscope

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test (VI: B-4).

Answers to Posttest (VI: B-4)

1. b
2. c
3. c
4. d
5. b
6. a
7. a
8. c
9. b
10. a, d
11. b
12. c
13. b
14. a
15. a, b, c

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Performance Checklist
VI: B-4 Taking and Producing Evidence Photographs

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

Tasks	Evaluator's Rating A*	NA**	Comments
For Normal-Lens Magnification Photography			
1. Inform the instructor of the object to be photographed.			
2. Take a picture of the object (a) using a normal 50mm lens and (b) focusing the camera to the closest marked distance on the focusing ring.			
For Close-Up Photography			
1. Inform the instructor of the object to be photographed.			
2. Determine the degree of magnification, and select the correct close-up lens.			
3. Attach the close-up lens to the normal lens.			
4. Measure the distance using the lens manufacturer's chart.			
For Macrophotography			
1. Inform the instructor of the object to be photographed.			
2. Obtain an extension device.			
3. Attach the device to the camera, following the manufacturer's instructions.			

*A: Acceptable
**NA: Not Acceptable

	Evaluator's Rating		
	A	NA	Comments
Tasks			
For Comparative Photography			
1. Inform the instructor of the objects (the evidence item and the item suspected of matching the evidence item) to be photographed.	___	___	___
2. Select the correct lens or extension device to magnify the objects appropriately.	___	___	___
3. Take pictures of both items.	___	___	___
For Fingerprint Photography			
1. Obtain the latent and ink-rolled fingerprints to be photographed.	___	___	___
2. Select the correct camera, close-up lens, or extension device to produce one-to-one magnification of fingerprints.	___	___	___
3. Photograph both latent print and ink-rolled fingerprint.	___	___	___
4. Enlarge the photographs of these two types of fingerprints.	___	___	___
5. Check them to make sure they show matching areas.	___	___	___
6. Make a master of these two fingerprints by placing them side by side.	___	___	___
7. Photograph the master.	___	___	___
For Crime- or Accident-Scene Photography (Optional)			
1. Take an overview photo of the scene.	___	___	___
2. Take pictures of small items of physical evidence, using close-up lenses or an extension device.	___	___	___

	Evaluator's Rating A	 NA	 Comments
Tasks			
For All Photography			
1. Perform all tasks in an appropriate amount of time.	____	____	____________________
2. Produce an 8 x 10-inch enlargement for each photograph taken.	____	____	____________________

Products

NOTE: Since the students' performances and products for objectives requiring the development of negatives and enlargements were evaluated in Section 2, these objectives are not included in this section. You may, however, want to check students' evidence photographs, as follows:

- Photographs taken to represent the three magnification levels should show each image in the appropriate level of magnification.
- Photographs taken to show a comparison of two items (the evidence item and the item suspected of matching the evidence item) should show matching images in the appropriate level of magnification.
- The master photograph of the two fingerprints (latent and ink-rolled) should show matching areas side by side and appropriately enlarged.

Block VI: Criminalistics
Unit C: Fingerprint Technology
Section 1: Taking Fingerprints

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Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Identify the five items of equipment necessary for taking fingerprints.
2. Identify in sequence the tasks involved in taking a good set of fingerprints.
3. Identify at least four common rules to follow for high-quality fingerprints.

Performance Objective

Given the necessary fingerprinting equipment and subjects, your students should produce **two** sets (cards) of fingerprints. You or your aide will evaluate their performances on the following tasks and the quality of the product using the performance checklist included in this Guide. Their performances should be rated "A" (acceptable) on the tasks and products on both cards.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Emphasize the importance of taking clear, legible fingerprints. Emphasize also that fingerprinting is an exact technology and does not allow for any mistakes.
3. Show a fingerprint card to the students and explain the steps they should follow when filling out the card.
4. Demonstrate and discuss the procedures for taking fingerprints. Use audiovisual materials available to you.
5. Point out that a gun should never be worn while taking an individual's fingerprints and that the officer or technician should always remain in control of the person being fingerprinted.
6. Discuss four common rules to follow for high-quality fingerprints. Point out the common mistakes made in taking fingerprints.
7. Provide the students with all necessary equipment and subjects to take sets of fingerprints for their practical exercises.
8. Discuss the strengths and weaknesses of each student's products after the practical exercises.
9. After the students pass the posttest, provide them with all necessary equipment and subjects to take **two** sets of fingerprints for the performance test.
10. Have your students keep all five cards of fingerprints (three from the practical exercise and two from the performance test). They will use these cards in the next two sections.

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Supporting Activities

1. Display the best quality fingerprints. Make sure to display all types of fingerprint patterns.
2. Make a field trip to the fingerprint section (identification section) of a law enforcement agency.

Tools, Equipment, and Supplies

1. inking plate
2. fingerprint cards

NOTE: You may want to make dummy fingerprint cards which are photocopies of a fingerprint card with fictitious information in the description blocks.

3. fingerprint card holder
4. printer's ink
5. roller
6. alcohol
7. cotton balls

Reference Materials

(List any other materials available to you.)

NOTE: The following are references for all sections in this unit.

The Science of Fingerprints: Classification and Uses. Washington: Federal Bureau of Investigation, U.S. Department of Justice, 1984.

Fingerprint Training Manual. Washington: Federal Bureau of Investigation, Identification Division, Technical Section, U.S. Department of Justice, 1984.

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. List **five** items necessary for taking fingerprints.

   ____

   ____

   ____

   ____

   ____

2. When taking the rolled impression of the right index finger, in which direction should you roll it?

   ____

3. How much pressure should the subject apply for a fingerprint?

   ____

4. In which order should you take fingerprints? Write the numbers 1-6 next to the names of fingers to indicate this sequence.

   _____ a. right thumb (flat impression)
   _____ b. left four fingers simultaneously (flat impression)
   _____ c. left fingers, individually (rolled impression)
   _____ d. right four fingers simultaneously (flat impression)
   _____ e. left thumb (flat impression)
   _____ f. right fingers individually (rolled impressions)

5. When you take the left fingerprints, on which side of the subject would you stand?

   ____

6. Write the numbers 1-5 next to the following steps to show the proper sequence of preparing and taking fingerprints.

   _____ a. Take rolled impressions.
   _____ b. Clean subject's fingertips.
   _____ c. Place fingerprint card in the holder.
   _____ d. Ink the plate.
   _____ e. Take flat impressions.

7. List **four** common rules for taking good fingerprints.

____

____

____

____

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: C-1).

Answers to Pretest (VI: C-1)

1. - inking plate
   - fingerprint card
   - card holder
   - printer's ink
   - roller

2. from one side of the nail to the other side, toward the center of the subject's body

3. You should not allow the subject to apply any pressure.

4. a. 5
   b. 4
   c. 2
   d. 3
   e. 6
   f. 1

5. right side of the subject

6. a. 4
   b. 3
   c. 1
   d. 2
   e. 5

7. - Ink the plate completely and evenly.
   - Do not allow subject's fingers to slip or twist.
   - Use the right kind and right amount of ink.
   - Clean the subject's fingertips and equipment.

Posttest (VI: C-1)

1. What are **five** items of equipment necessary for taking fingerprints?

2. When you take the rolled impression of the **left** thumb, in which direction would you roll it?

3. When you take the fingerprints, on which side of the subject would you stand?

4. How much pressure should the subject use when taking fingerprints?

5. Which of the following sets of sequences shows the correct order for taking fingerprints?

   Here are the fingers involved:

   Print **A:** right thumb (flat impression)
   Print **B:** left four fingers simultaneously (flat impressions)
   Print **C:** right four fingers simultaneously (flat impressions)
   Print **D:** left fingers individually (rolled impressions)
   Print **E:** right fingers individually (rolled impressions)
   Print **F:** left thumb (flat impression)

   Sequence: (Circle the correct lower case letter.)

   a. A → C → D → F → E → B
   b. E → A → F → C → D → B
   c. D → E → C → F → B → A
   d. E → D → C → B → A → F

6. List **four** cautions to which you should pay attention for taking good fingerprints.

____

____

____

____

7. Which of the following sets of steps shows the correct sequence of preparing and taking fingerprints?

Here are the steps involved:

Step **A:** ink the plate
Step **B:** take flat impressions
Step **C:** place fingerprint card in the holder
Step **D:** take rolled impressions
Step **E:** clean subject's fingertips

Sequence: (Circle the correct lower case letter.)

a. **A → B → E → D → C**
b. **A → D → B → C → E**
c. **C → A → E → D → B**
d. **C → B → D → A → E**

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

Answers to Posttest (VI: C-1)

1.
   - inking plate
   - fingerprint card
   - card holder
   - printer's ink
   - roller

2. toward the center of the subject's body

3. left side of the subject

4. You should not allow the subject to apply any pressure.

5. d

6.
   - Ink the plate completely and evenly.
   - Do not allow fingers to slip or twist.
   - Use the right kind and right amount of ink.
   - Clean the subject's fingertips.

7. c

Performance Checklist
VI: C-1 Taking Fingerprints **FIRST CARD**

Student's Name: ____________________

Evaluator: ____________________ Date: ____________

	Evaluator's Rating		
	A*	NA**	Comments
Tasks			
1. Record the subject's history.	___	___	___________
2. Set up work station properly.	___	___	___________
3. Use correct type of ink.	___	___	___________
4. Use correct amount of ink and roll thin, even layer.	___	___	___________
5. Locate subject and clean subject's fingertips properly.	___	___	___________
6. Ink fingers properly by applying right amount of pressure (without slipping) and fully rolling them side to side.	___	___	___________
7. Record the rolled impressions in correct sequence in ten spaces on the fingerprint card.	___	___	___________
8. Provide the subject with cleaning materials.	___	___	___________
9. Clean the work station.	___	___	___________
10. Perform tasks in an acceptable amount of time.	___	___	___________
Product			
1. complete	___	___	___________
2. legible	___	___	___________
3. clear	___	___	___________

*A: Acceptable
**NA: Not Acceptable

Performance Checklist
VI: C-1 Taking Fingerprints SECOND CARD

Student's Name: ____________________

Evaluator: ____________________ Date: ____________________

	Evaluator's Rating		
	A*	NA**	Comments
Tasks			
1. Record the subject's history.			
2. Set up work station properly.			
3. Use correct type of ink.			
4. Use correct amount of ink and roll thin, even layer.			
5. Locate subject and clean subject's fingertips properly.			
6. Ink fingers properly by applying right amount of pressure (without slipping) and fully rolling them side to side.			
7. Record the rolled impressions in correct sequence in ten spaces on the fingerprint card.			
8. Provide the subject with cleaning materials.			
9. Clean the work station.			
10. Perform tasks in an acceptable amount of time.			
Product			
1. complete			
2. legible			
3. clear			

*A: Acceptable
**NA: Not Acceptable

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Define and/or identify at least seven out of nine terms used for fingerprints.
2. Identify **loop** patterns:
   - Define and/or identify loop patterns.
   - Define radial and ulnar loops.
   - Given three loop pattern fingerprints, count ridges correctly for all three fingerprints.
   - Given various patterns of fingerprints, identify radial and ulnar loops at least twice.
3. Identify **arch** patterns:
   - Define plain and tented arch patterns.
   - Name four types of tented arches.
   - Given various patterns of fingerprints, identify plain arch and tented arch at least twice.
4. Identify **whorl** patterns:
   - Define and identify whorl patterns.
   - Given various patterns of fingerprints, identify different types of whorl patterns.
   - Assign a letter symbol for whorl tracing to three whorl patterns.

Performance Objective

Given two sets of fingerprint cards which were produced in the previous section, your students should identify and record the fingerprint patterns, ridge counts, and whorl tracings on the five cards. You or your aide will use the performance checklist which is included in this Guide to evaluate the students' work. Their performances should be rated "A" (acceptable) on the tasks in the checklist on **both** cards.

1. Have your students follow the sequence recommended in How to Use the Student Guide.

2. Define terms, show several examples for each term, and have students match the terms with examples.

3. Emphasize the importance of accurate identification of fingerprints.

4. Discuss how to identify different types of fingerprint patterns:

   - **loop**-type pattern fingerprints—Point out essential elements of a loop by showing examples of loop patterns and other fingerprint types, asking students to identify loop patterns among many illustrations, and giving feedback.

   - **arch**-type pattern fingerprints—Show examples of various types of arch patterns, ask students to identify arch patterns, and give feedback.

   - **whorl**-type pattern fingerprints—Give examples of various types of whorl patterns and other fingerprint types; explain how to trace ridges of whorl patterns.

5. Make transparencies using the transparency masters provided in this Guide. Discuss rules for identification and ask students to identify patterns shown in transparencies.

6. Discuss how to record pattern types and value symbols on the fingerprint card.

7. Ask students to identify and record the symbols for fingerprint patterns of all impressions in the five sets of fingerprints they took in the previous section. Check their work. Identify points of confusion and give each student extra explanations for clarification.

8. For the posttest, provide **two** sets of fingerprint cards, with clearly rolled, classifiable fingerprints on them.

Supporting Activities

1. Display fingerprints on the bulletin board and ask students to identify the patterns. (May include some of the fingerprints the students took in the previous section.)
2. Provide students with master keys to the identification of these fingerprints. Have them check their own work. Provide them with remedial instruction as needed.
3. Ask students to read the appropriate section in The Science of Fingerprints: Classification and Uses for further study.

Tools, Equipment, and Supplies

1. fingerprint cards students have taken and rated "A" on the performance checklist (VI: C-1)
2. magnifiers
3. ridge counter (a finely sharpened pencil can be used for ridge tracing and ridge counting)

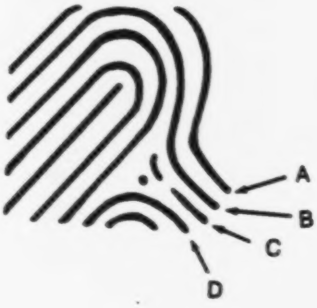
Pretest (VI: C-2)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. What are ridges?

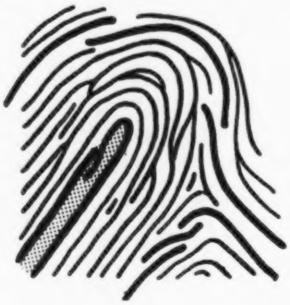
    a. lines which fork or divide into several branches
    b. lines shown in a fingerprint impression
    c. lines which have been running parallel and begin to spread apart
    d. lines which surround the pattern area

2. Lines __________ and __________ in the following diagram show the type lines.

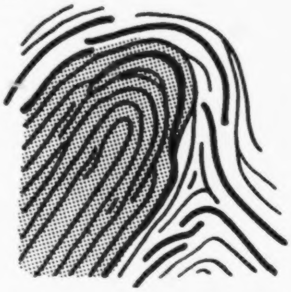


3. Which of the following diagrams shows the pattern area correctly?

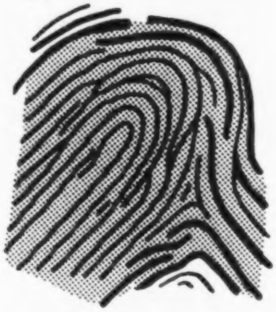
a.



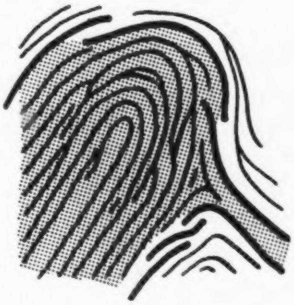
c.



b.

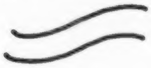


d.

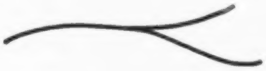


4. Which of the following is the divergence?

a.

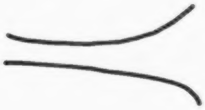


c.

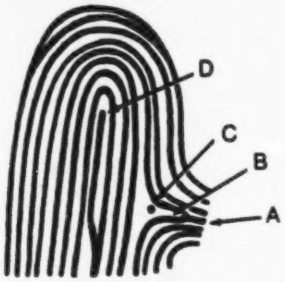


b.

d.



5. Which point in the diagram below indicates the bifurcation?



  a. point A
  b. point B
  c. point C
  d. point D

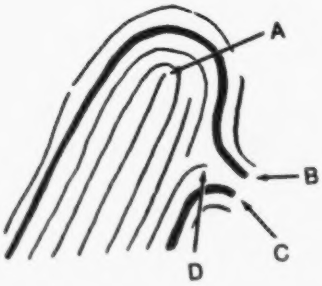
6. Focal points are:

  a. the ridges in the central pocket loop.
  b. the bifurcation within the pattern area.
  c. the delta and the core.
  d. the dots within the type lines.

7. What is the delta?

  a. triangular point within the pattern area
  b. approximate center point of the fingerprint impression
  c. point near the center of the divergence of the type lines
  d. point at the bifurcation near the core

8. Which point in the diagram below shows the delta?

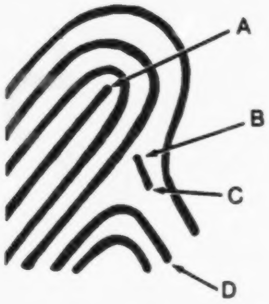


  a. point A
  b. point B
  c. point C
  d. point D

9. What is the core?

  a. point on a ridge nearest the divergence of the type lines
  b. point at the middle of a ridge running between the type lines
  c. approximate center of the fingerprint impression
  d. triangular form of the ridge within the pattern area

10. Which point in the diagram below shows the core?



a. point A
b. point B
c. point C
d. point D

11. What are the shoulders of a loop?

a. in a loop pattern, the points at which the recurving ridge definitely turns inward or curves
b. in a double loop whorl pattern, the ridges that whorl to make a double loop
c. recurving ridges in a central pocket loop pattern
d. triangular forms of the ridges within the pattern area

12. In order to be a loop pattern fingerprint, the print has to have **three** essential elements. List them below.

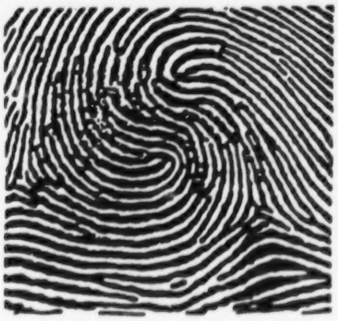
____

____

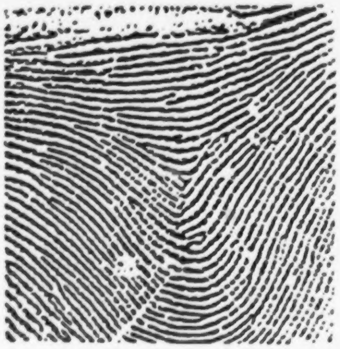
____

13. Which **two** of the following show loop pattern fingerprints?

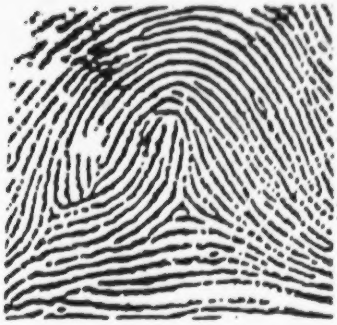
a.



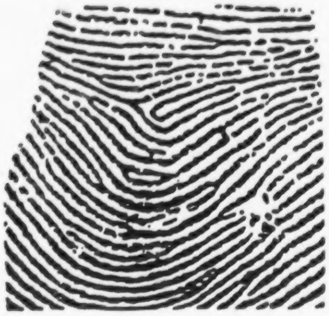
d.



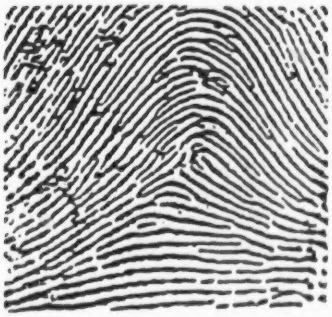
b.



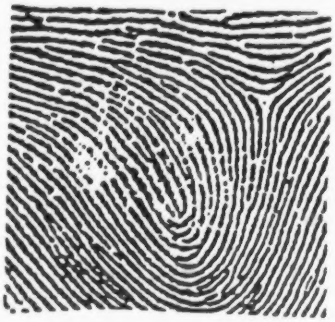
e.



c.



f.



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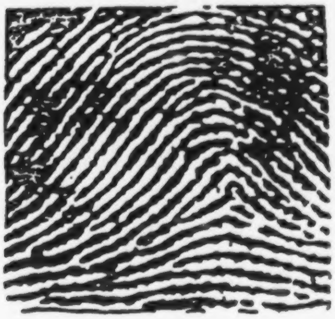
14. Define ulnar loops.

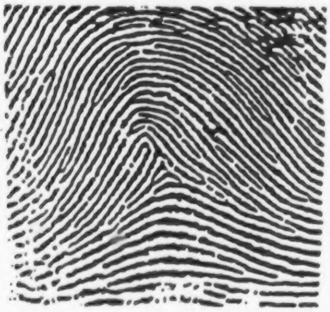
15. Define radial loops.

16. Which **two** of the following show radial loops?

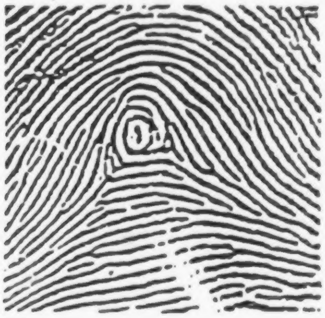
a. (right hand)



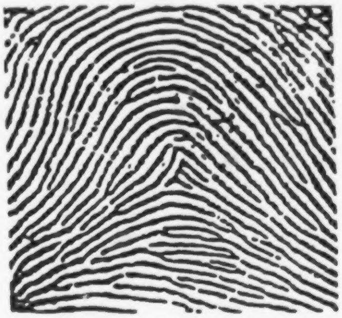
b. (right hand)



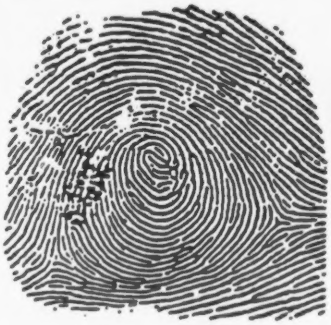
c. (right hand)



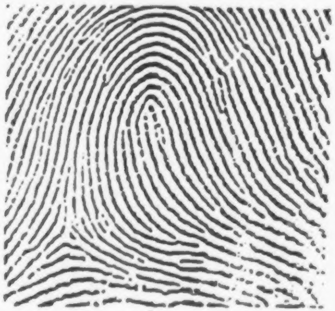
d. (left hand)



e. (left hand)

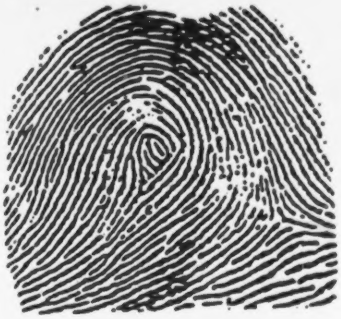


f. (left hand)

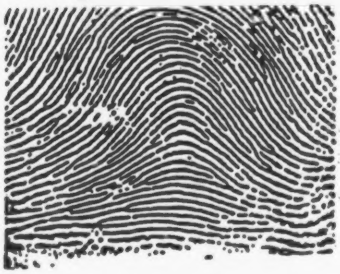


17. Which **two** of the following show ulnar loops?

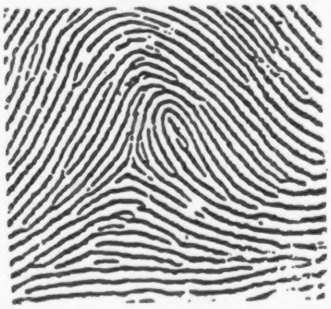
a. (right hand)



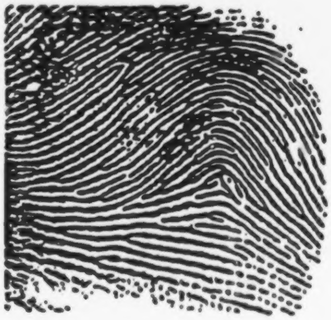
b. (right hand)



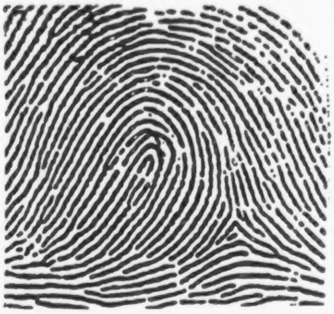
c. (right hand)



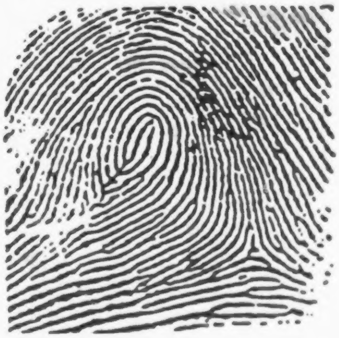
d. (left hand)



e. (left hand)

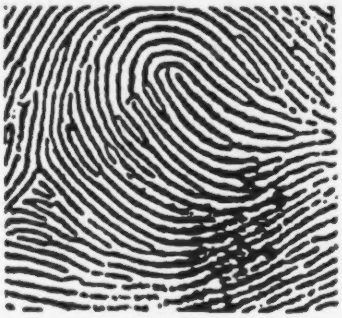


f. (left hand)

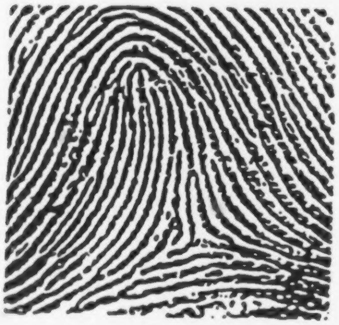


18. Write the number of ridge counts for each of the following loop patterns.

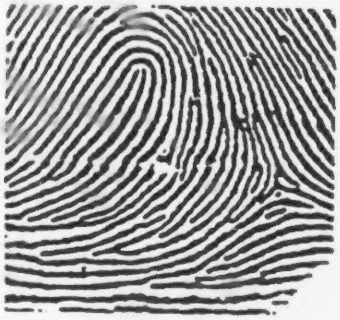
a. Ridge count is ____.



b. Ridge count is ____.



c. Ridge count is ____.



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19. In plain arches, the ridges do which **three** of the following?

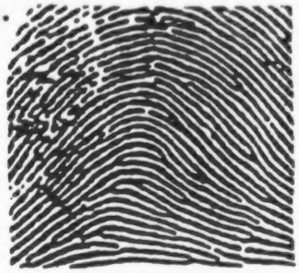
- a. enter on one side
- b. make a couple circuit at the center
- c. make a rise in the center
- d. flow out on the side opposite to the entering side

20. In tented arches, the ridges do which **three** of the following?

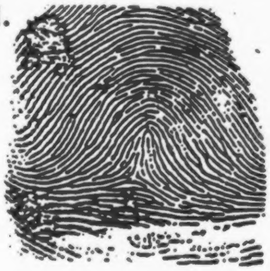
- a. enter one side
- b. have a wavy appearance in the center
- c. have a pointed appearance in the center
- d. flow out on the opposite side

21. Which **two** of the following show the plain arches?

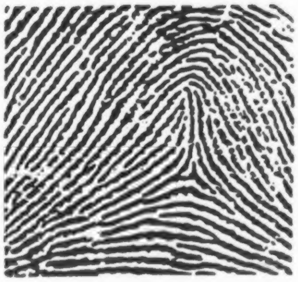
a.



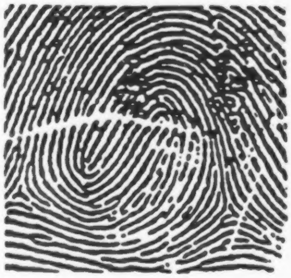
d.



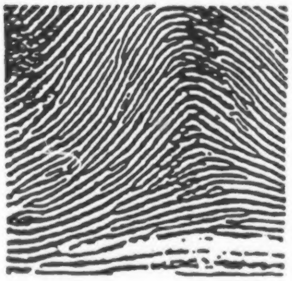
b.



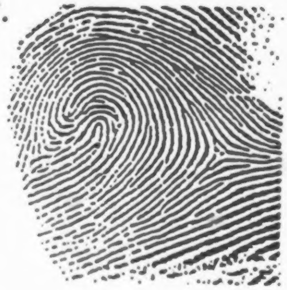
e.



c.



f.



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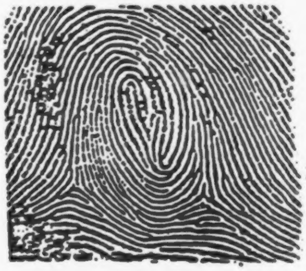
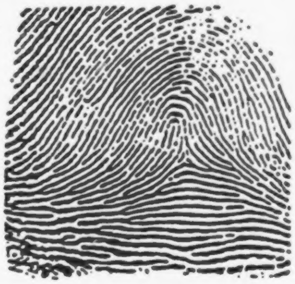
22. Which **two** of the following show the tented arches?

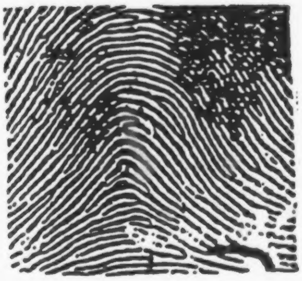
a.



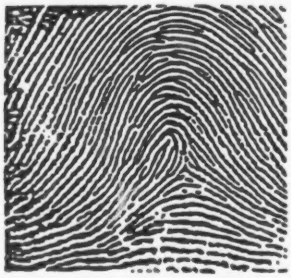
d.



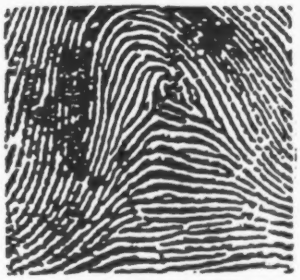
b.



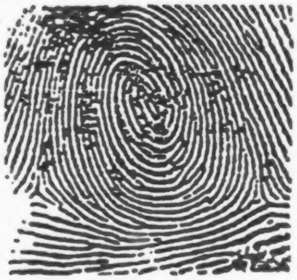
e.



c.



f.



23. In order to be a whorl pattern, a fingerprint should meet **four** criteria. List these criteria.

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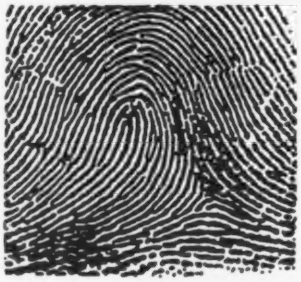
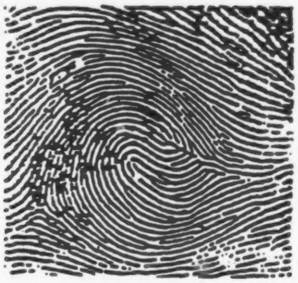
24. Which **four** of the following are whorl patterns? (Choose any type of whorl.)

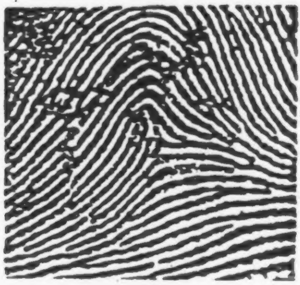
a.



b.



c.



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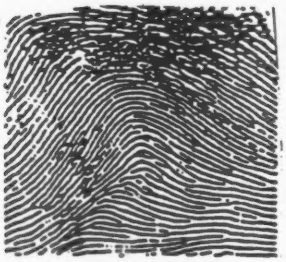

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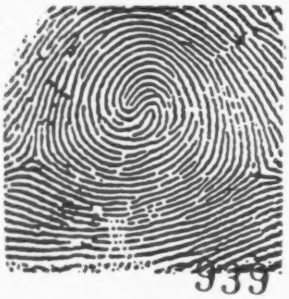

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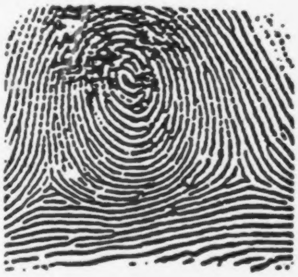

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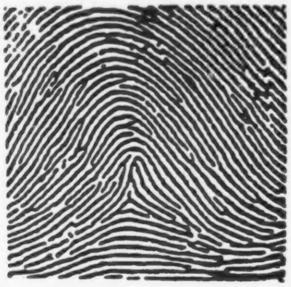
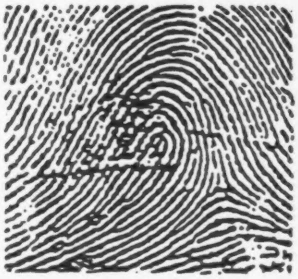
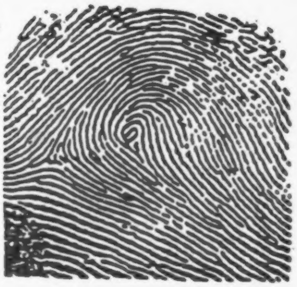


h.



i.



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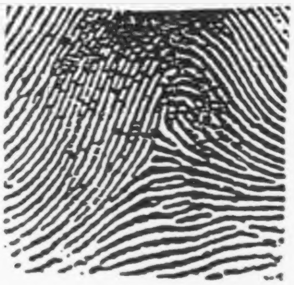
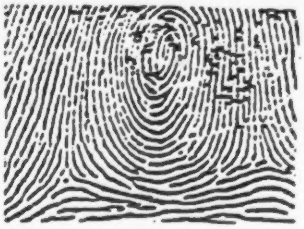


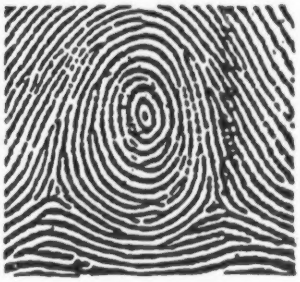
25. What are the whorl tracings of each of the following impressions? Write **I**, **O**, or **M** for each to indicate their whorl tracings.

a.



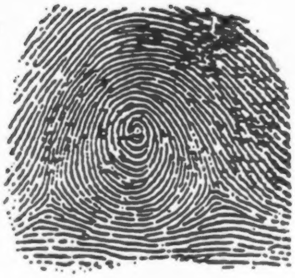
Whorl tracing is ______.

b.



Whorl tracing is ______.

c.



Whorl tracing is ______.

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: C-2).

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Answers to Pretest (VI: C-2)

1. b
2. B, D
3. d
4. d
5. b
6. c
7. c
8. d
9. c
10. a
11. a
12. It must have a delta. It must have a sufficient recurve which is free of any appendages. There must be at least one ridge count across a looping ridge.
13. c, d
14. An ulnar loop is a loop pattern whose ridges flow toward the little finger (ulna bone).
15. A radial loop is a loop pattern whose ridges flow toward the thumb (radius bone).
16. b, f
17. c, e
18. a. 20
    b. 3
    c. 15
19. a, c, d
20. a, c, d
21. a, c
22. b, d

23. (1) It must have two deltas.
    (2) At least one ridge should make a complete circuit.
    (3) An imaginary line drawn between the two deltas touches or crosses at least one of the recurving ridges within the inner pattern area.
    (4) The recurving ridges in front of the innermost delta are free of appendages.

24. b, e, f, i

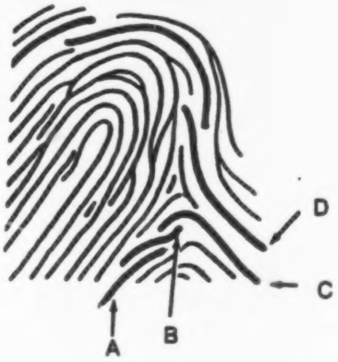
25. a. O
    b. M
    c. M

Posttest (VI: C-2)

1. What are the ridges of a fingerprint?

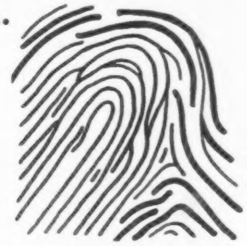
    a. two innermost lines which surround the pattern area
    b. lines which fork or divide into several branches
    c. lines which have been running parallel and are spreading apart
    d. lines shown in a fingerprint impression

2. Lines __________ and __________ in the following diagram indicate the type lines.

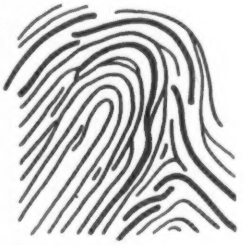


3. Which of the following diagrams shows the pattern area correctly? (Refer to the dark lines in the drawings.)

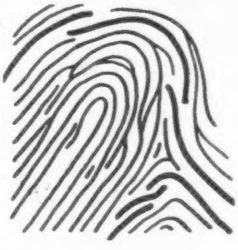
a.



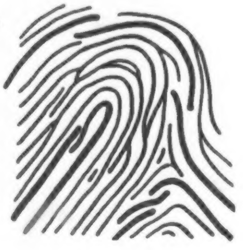
c.



b.



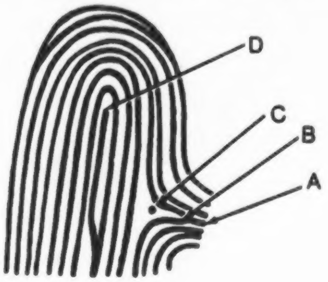
d.



4. What is the divergence?

   a. lines which are forked or divided into two branches
   b. lines which have been running parallel and are spreading apart
   c. lines which surround the pattern area
   d. lines which are shown within the pattern area

5. Which point in the diagram below shows the bifurcation?



   a. point A
   b. point B
   c. point C
   d. point D

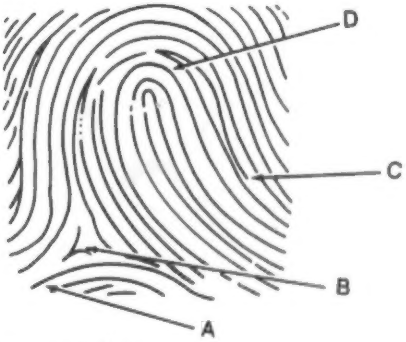
6. What are focal points? (Choose **all** correct answers.)

   a. delta and core
   b. dots within the type lines
   c. ridges in the central pocket loop
   d. two points between which ridges are connected

7. Which **two** of the following describe the delta?

   a. point at the bifurcation near the core
   b. point near the center of the divergence of the type lines
   c. point from which the ridges are counted for classification
   d. approximate center point of the fingerprint impression

8. Which point in the diagram below shows the delta?



   a. point A
   b. point B
   c. point C
   d. point D

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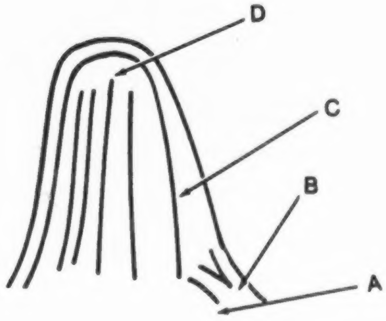
9. What is the core?

   a. triangular point of the ridge within the pattern area
   b. point on the ridge nearest the divergence of the type lines
   c. point at the middle of a ridge running between the type lines
   d. approximate center of the fingerprint impression

10. Which is the core in the diagram below?



   a. point A
   b. point B
   c. point C
   d. point D

11. The shoulders of a loop are:

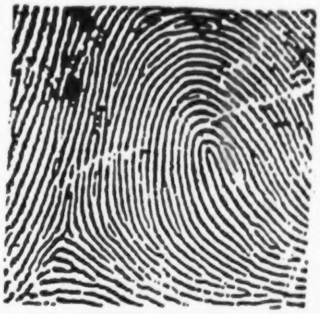
   a. the points at which the recurving ridge definitely turns inward, in a loop pattern.
   b. triangular forms of the ridges within the pattern area.
   c. recurving ridges in a central pocket loop pattern.
   d. the ridges which whorl to make a double loop in a double loop pattern.

12. Which **three** of the following are the criteria for a loop pattern fingerprint?

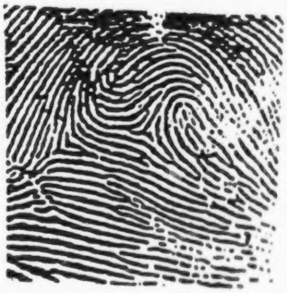
   a. It must have a delta.
   b. It must have two cores.
   c. It must have a sufficient recurve which is free of any appendages.
   d. There must be at least one ridge count across a looping ridge.

13. Which **two** of the following are loop pattern fingerprints?

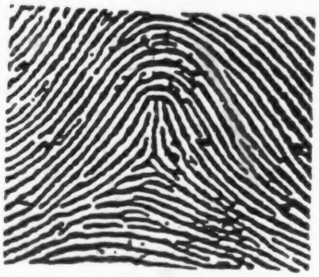
a.



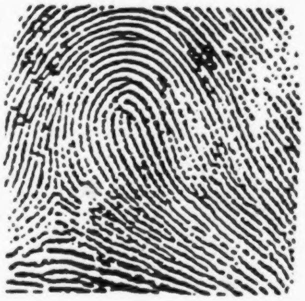
b.



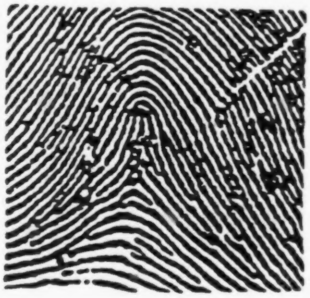
c.



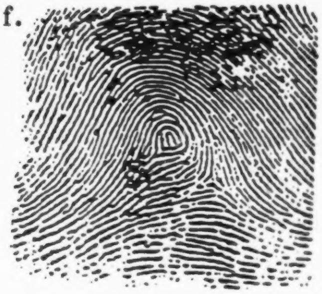
d.



e.



f.



14. An ulnar loop is a loop pattern whose ridges flow toward the:

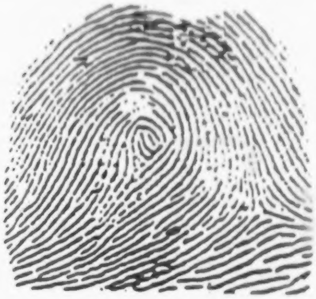
a. little finger.
b. right little finger.
c. thumb.
d. right thumb.

15. A radial loop is a loop pattern whose ridges flow toward the:

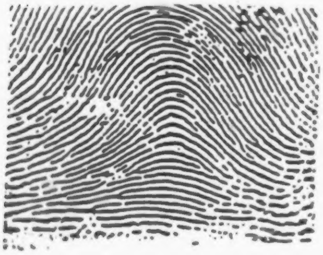
a. little finger.
b. thumb.
c. right little finger.
d. right thumb.

16. Which **two** of the following show ulnar loops?

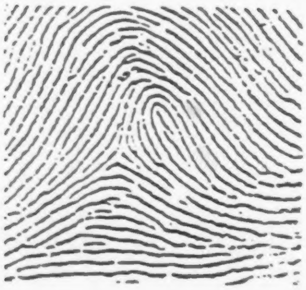
a. (right hand)



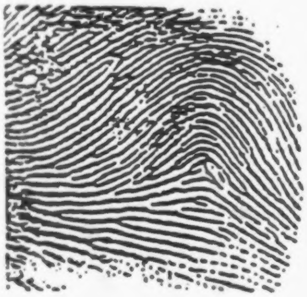
b. (right hand)



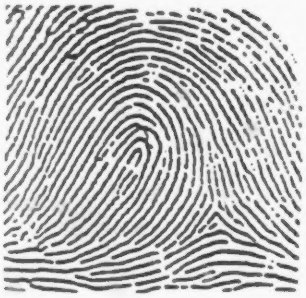
c. (right hand)



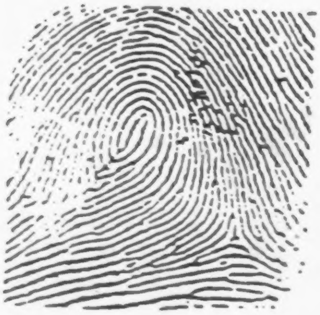
d. (left hand)



e. (left hand)



f. (left hand)



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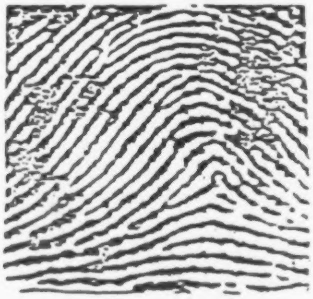
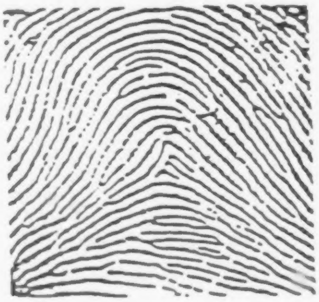
17. Which **two** of the following show radial loops?

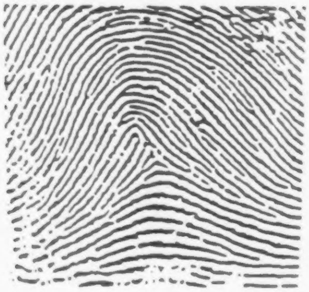
a. (right hand)



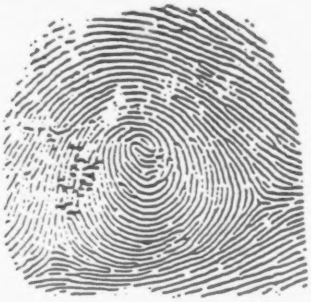
d. (left hand)



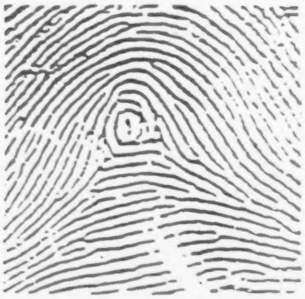
b. (right hand)



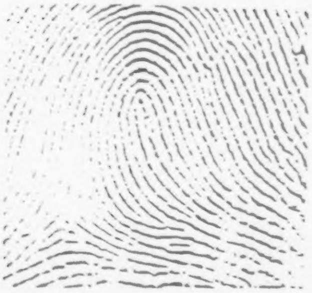
e. (left hand)



c. (right hand)



f. (left hand)



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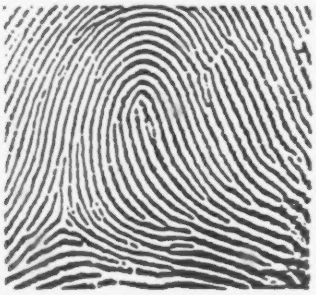
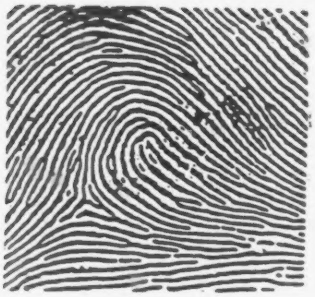
18. Write the number of ridge counts for each of the following loop patterns.

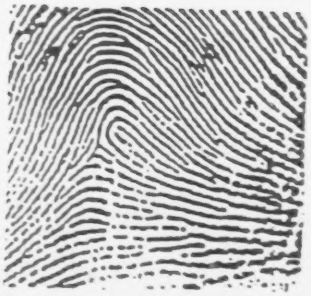
a. Ridge count is _______.



b. Ridge count is _______.



c. Ridge count is _______.



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19. List **three** criteria for plain arches.

____

____

____

20. Write **three** criteria for tented arches.

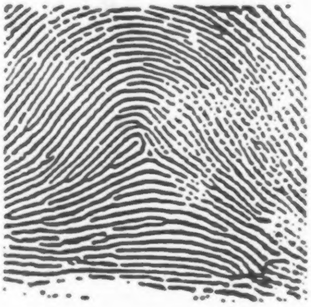
____

____

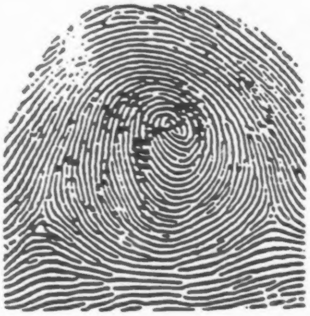
____

21. Which **two** of the following show the plain arches?

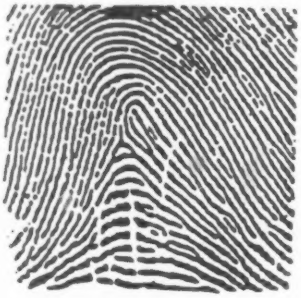
a.



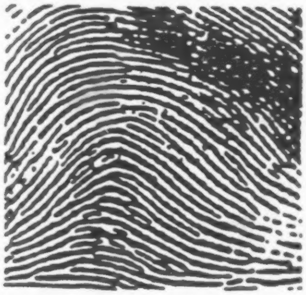
d.



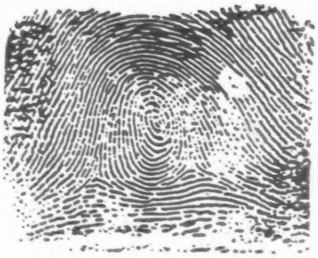
b.



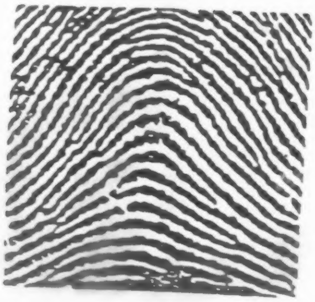
e.



c.

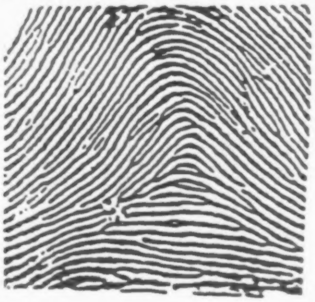


f.

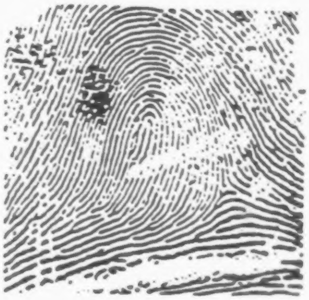


22. Which **two** of the following show the tented arches?

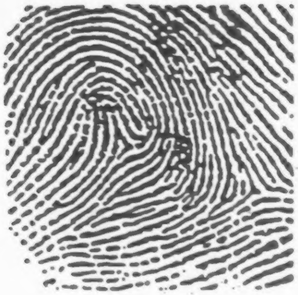
a.



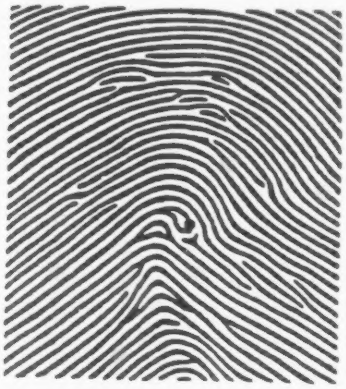
d.



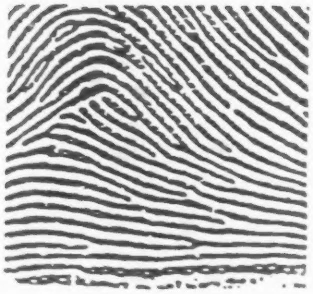
b.



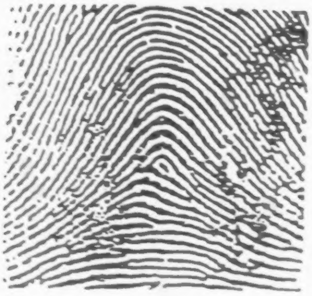
e.



c.



f.



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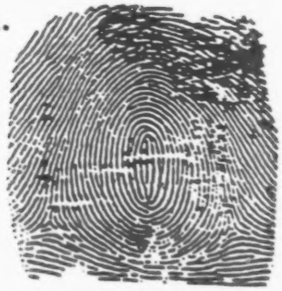
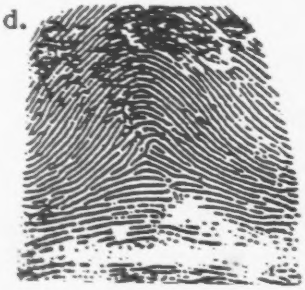
23. List **four** criteria for a whorl pattern.

24. Which **four** of the following are whorl patterns? (Choose any type whorl.)

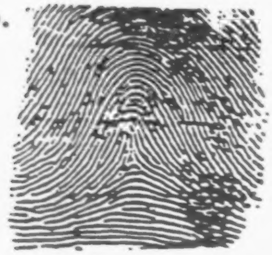
a.



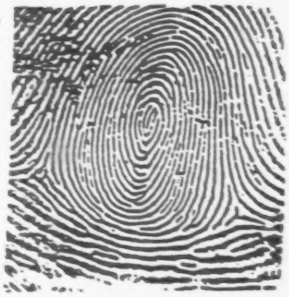
d.



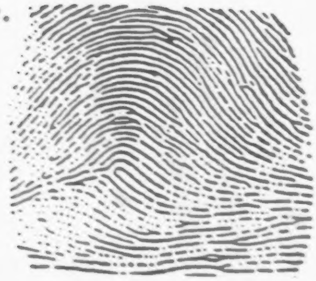
b.



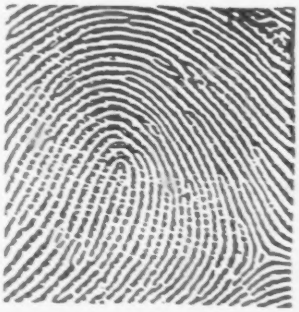
e.



c.



f.



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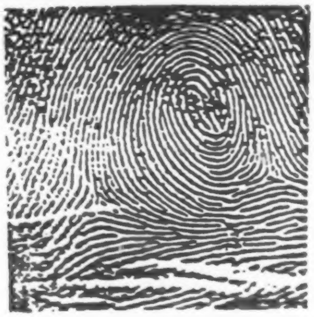
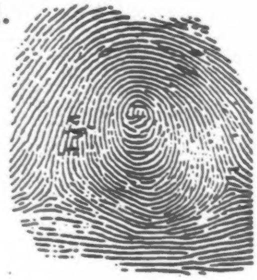
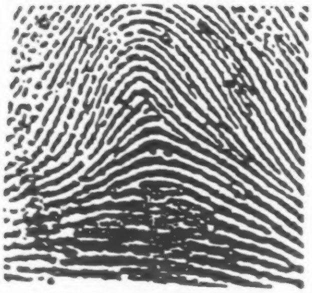
g.



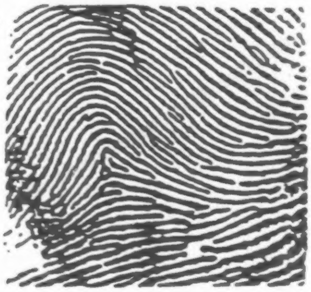
i.



h.

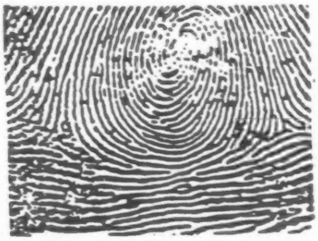


j.



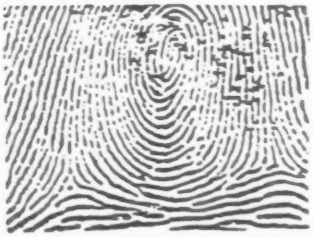
25. What are the whorl tracings of each of the following impressions? Write **I**, **O**, or **M** for each to indicate their whorl tracings.

a.



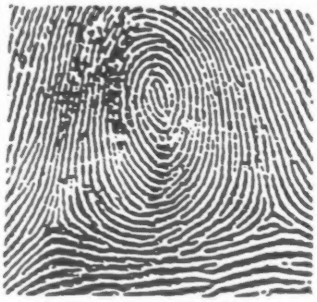
Whorl tracing is ______.

b.



Whorl tracing is ______.

c.



Whorl tracing is ______.

Give the completed test to your instructor. Then ask him/her whether you should take the performance test.

Answers to Posttest (VI: C-2)

1. d

2. C, D

3. b

4. b

5. b

6. a

7. b, c

8. b

9. d

10. c

11. a

12. a, c, d

13. a, d

14. a

15. b

16. c, e

17. b, f

18. a. 12
    b. 8
    c. 2

19. The ridges (1) enter on one side; (2) make a rise or wave in the center; and (3) flow out on the side opposite to the entering side.

20. The ridges (1) enter on one side; (2) have a pointed appearance in the center; and (3) flow out on the opposite side.

21. e, f

22. c, e

23. (1) It must have two deltas.
    (2) At least one ridge should make a complete circuit.
    (3) An imaginary line drawn between the two deltas touches or crosses at least one of the recurving ridges within the inner pattern area.
    (4) The recurving ridge in front of the innermost delta is free of appendages.

24. a, e, g, i

25. a. **I**
    b. **O**
    c. **M**

Performance Checklist
VI: C-2 Identifying and Recording Fingerprint Patterns **FIRST CARD**

Student's Name: ____________________

Evaluator: ____________________ Date: ____________

Tasks	Evaluator's Rating A*	 NA**	 Comments
1. Identify fingerprint patterns correctly.	____	____	____________
2. Use capital letters for all patterns except ulnar loops for index fingers.	____	____	____________
3. Use small letters for arch, tented arch, and radial loop for other fingers.	____	____	____________
4. Use capital **W** for all whorl patterns.	____	____	____________
5. Use "/" or "\" for ulnar loops for all fingers.	____	____	____________
6. Write these letter symbols in the appropriate block below the fingerprint.	____	____	____________
7. For all loop patterns, count ridges intervening between delta and core correctly.	____	____	____________
8. Record the number representing the ridge count for loop patterns in the upper right corner in the fingerprint block.	____	____	____________
9. For all whorl patterns, trace the ridges correctly.	____	____	____________
10. Record the letter representing the whorl tracings in the appropriate places.	____	____	____________
11. Record all letters and numbers clearly (legibly).	____	____	____________
12. Complete the work in an acceptable amount of time.	____	____	____________

*A: Acceptable
**NA: Not Acceptable

Performance Checklist
VI: C-2 Identifying and Recording Fingerprint Patterns SECOND CARD

Student's Name: ____________________

Evaluator: ____________________ Date: ____________________

Tasks	Evaluator's Rating		
	A*	NA**	Comments
1. Identify fingerprint patterns correctly.			
2. Use capital letters for all patterns except ulnar loops for index fingers.			
3. Use small letters for arch, tented arch, and radial loop for other fingers.			
4. Use capital **W** for all whorl patterns.			
5. Use "/" or "\\" for ulnar loops for all fingers.			
6. Write these letter symbols in the appropriate block below the fingerprint.			
7. For all loop patterns, count ridges intervening between delta and core correctly.			
8. Record the number representing the ridge count for loop patterns in the upper right corner in the fingerprint block.			
9. For all whorl patterns, trace the ridges correctly.			
10. Record the letter representing the whorl tracings in the appropriate places.			
11. Record all letters and numbers clearly (legibly).			
12. Complete the work in an acceptable amount of time.			

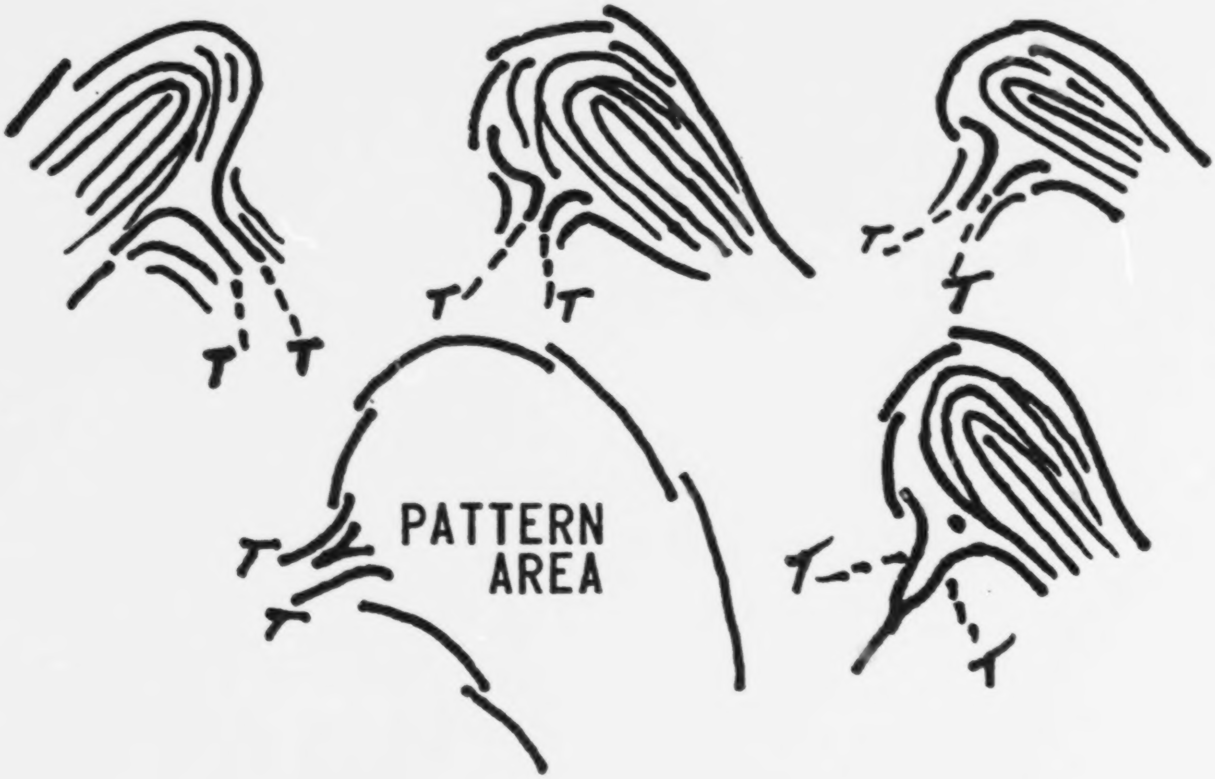
*A: Acceptable
**NA: Not Acceptable

Transparency Masters for Identifying Fingerprint Patterns

Source: From Fingerprint Training Manual, Washington: Federal Bureau of Investigation, Identification Division, Technical Section, U.S. Department of Justice, 1984.

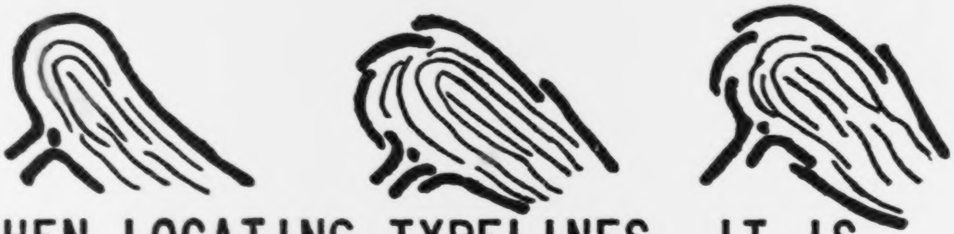
TYPELINES

TYPELINES ARE THE TWO INNERMOST RIDGES WHICH START OR GO PARALLEL, DIVERGE, AND SURROUND OR TEND TO SURROUND THE PATTERN AREA.

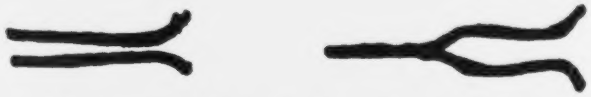


PATTERN AREA INCLUDES CORE, DELTA AND RIDGES WHICH ARE USED IN THE CLASSIFICATION OF A LOOP.

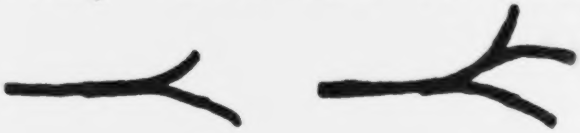
1. TYPELINES ARE NOT ALWAYS TWO CONTINUOUS RIDGES, BUT ARE OFTEN BROKEN. WHEN THERE IS A DEFINITE BREAK IN A TYPELINE, THE RIDGE IMMEDIATELY OUTSIDE OF IT IS CONSIDERED AS ITS CONTINUATION.



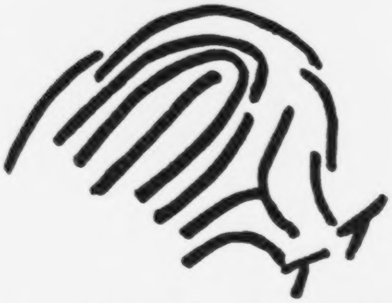
2. WHEN LOCATING TYPELINES, IT IS NECESSARY TO KEEP IN MIND THE DIFFERENCE BETWEEN A DIVERGENCE AND A BIFURCATION.
   - A. A DIVERGENCE IS A SPREADING APART OF TWO LINES WHICH HAVE BEEN RUNNING PARALLEL OR NEARLY PARALLEL.

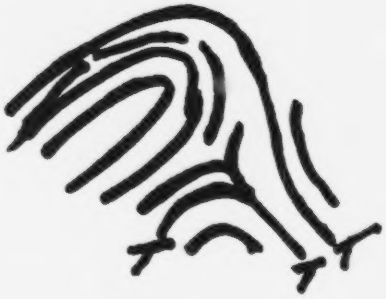


   - B. A BIFURCATION IS THE FORKING OR DIVIDING, OF ONE LINE, INTO TWO OR MORE LINES.

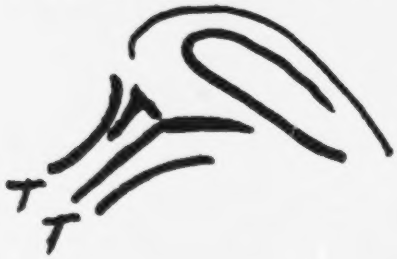


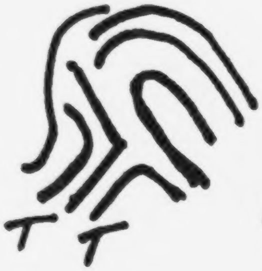
3. THE ARMS OF A BIFURCATION ON WHICH THE DELTA IS LOCATED CAN NEVER BE USED FOR TYPELINES.

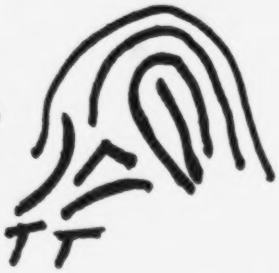


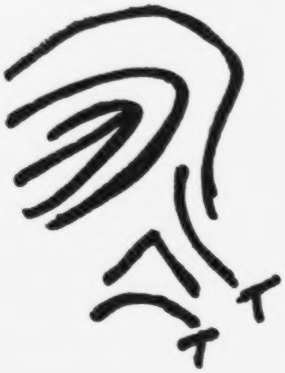


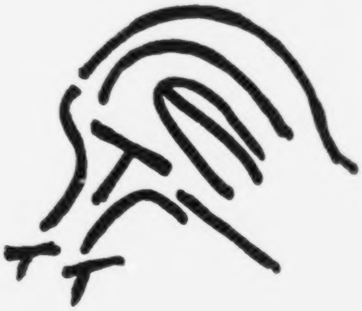
4. ANGLES CAN NEVER BE USED FOR TYPELINES. ANGLES ARE FORMED BY THE ABUTTING OF ONE RIDGE AGAINST ANOTHER, AND NOT BY A SINGLE RIDGE.





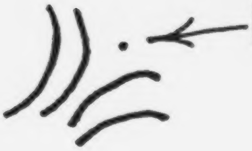




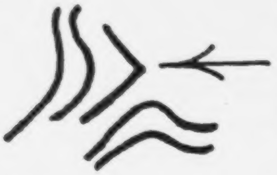


DELTA

THE DELTA IS THAT POINT ON A RIDGE AT OR NEAREST TO THE POINT OF DIVERGENCE OF TWO TYPELINES, AND LOCATED AT OR DIRECTLY IN FRONT OF THE POINT OF DIVERGENCE.

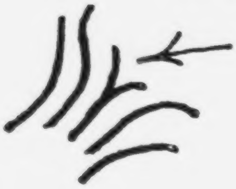


DOT

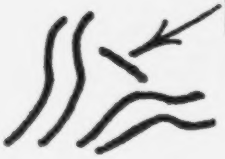


MEETING
OF TWO
RIDGES

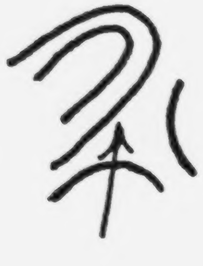
BIFURCATION

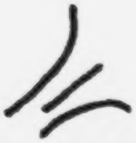


SHORT
RIDGE



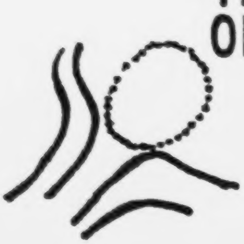
RECURVING
RIDGE





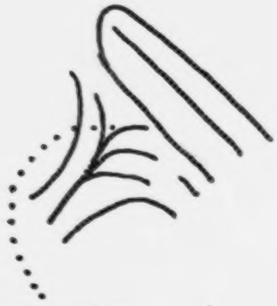
ENDING
RIDGE

AREA TO BE CONSIDERED
IN FRONT OF THE POINT
OF DIVERGENCE OF TWO
TYPE LINES

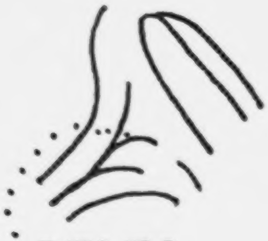


DELTA RULES

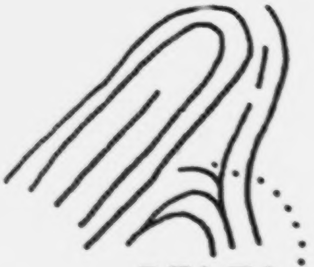
1. WHEN THERE ARE TWO OR MORE POSSIBLE BIFURCATION DELTAS WHICH CONFORM TO THE DEFINITION, THE ONE NEAREST THE CORE SHOULD BE CHOSEN.



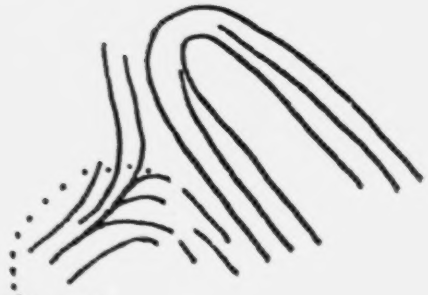
DELTA



DELTA

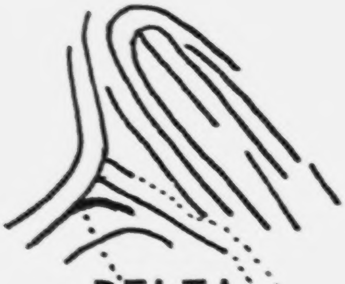


DELTA



DELTA

BIFURCATIONS COMING OFF ONE STEM

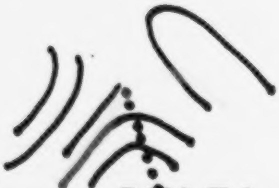


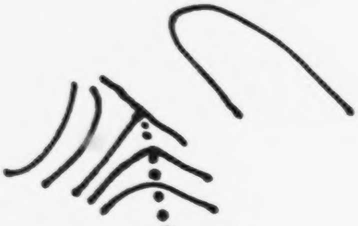
DELTA

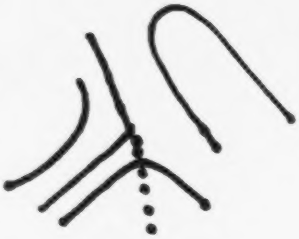
ABUTTING RIDGES

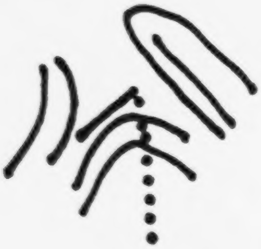
DELTA RULES

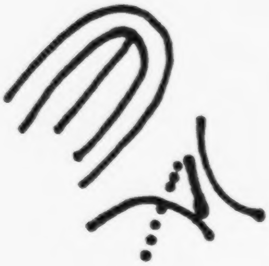
2. THE DELTA MAY NOT BE LOCATED IN THE MIDDLE OF A RIDGE RUNNING BETWEEN THE TYPELINES TOWARD THE CORE, BUT AT THE END NEAREST TO THE CORE.

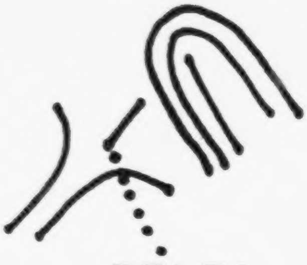

DELTA


DELTA


DELTA


DELTA

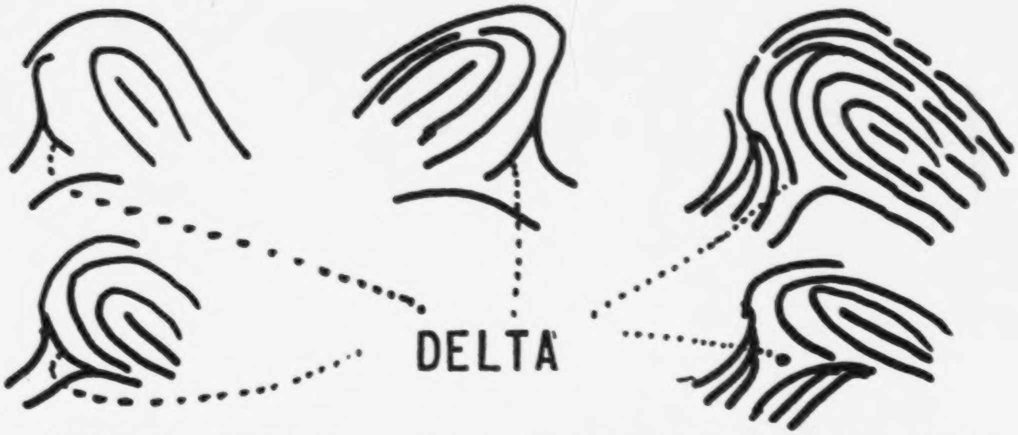

DELTA


DELTA

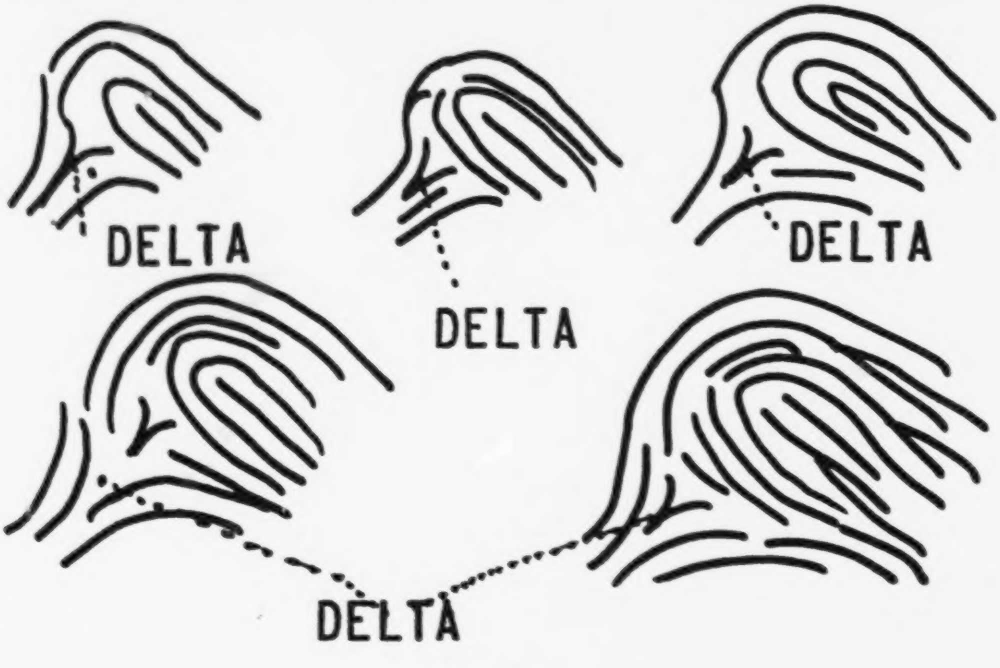
A DOT MAY BE USED AS A DELTA. A DOT HAS NO DIRECTION.

DELTA RULES

3. THE DELTA MAY NOT BE LOCATED AT A BIFURCATION WHICH DOES NOT OPEN TOWARD THE CORE.



4. WHERE THERE IS A CHOICE BETWEEN A BIFURCATION AND ANOTHER TYPE OF DELTA, THE BIFURCATION IS SELECTED.

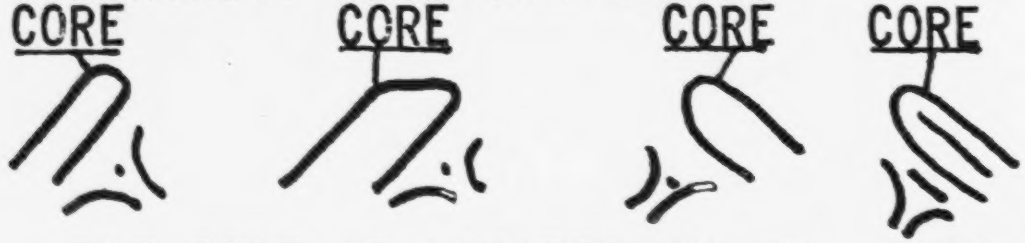

DELTA
DELTA
DELTA
DELTA

CORE

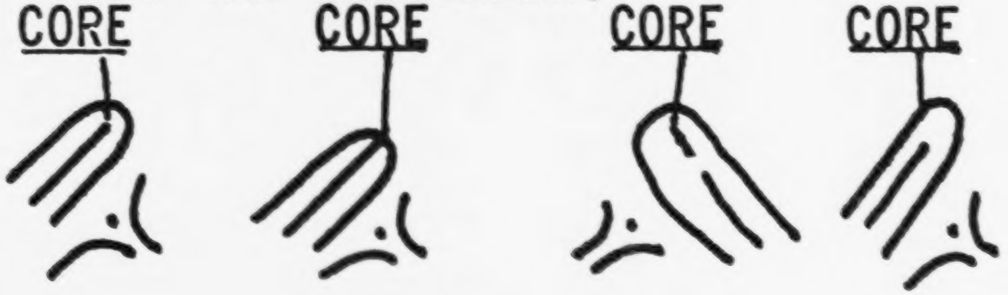
THE CORE, AS THE NAME IMPLIES, IS THE APPROXIMATE CENTER OF THE PATTERN.

THE CORE IS PLACED UPON OR WITHIN THE INNERMOST SUFFICIENT RECURVE.

1. THE CORE IS LOCATED ON THE SHOULDER OF THE INNERMOST LOOP FARTHEST FROM THE DELTA.

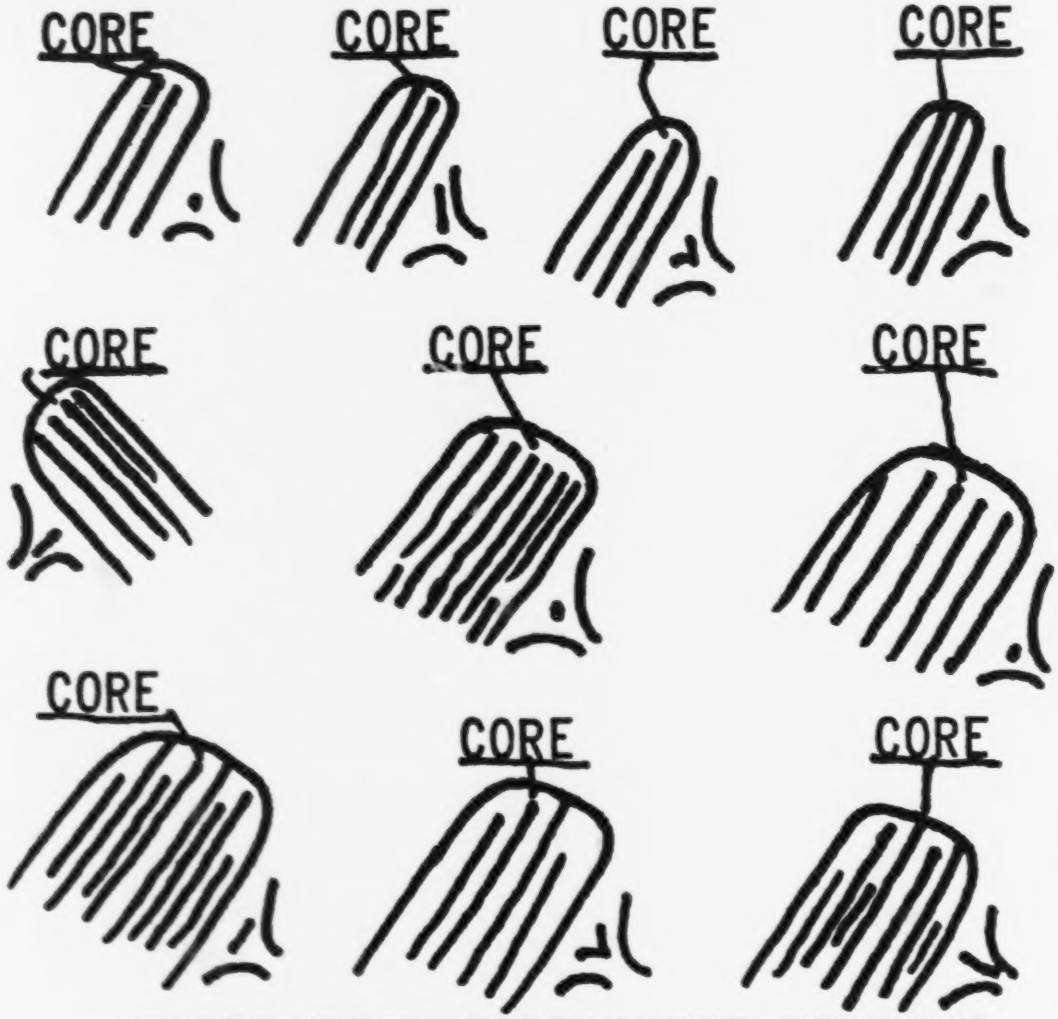


2. THE CORE IS LOCATED ON THE SPIKE OR ROD IN THE CENTER OF THE INNERMOST RECURVE, PROVIDED, THE SPIKE OR ROD RISES AS HIGH AS THE SHOULDERS.



CORE

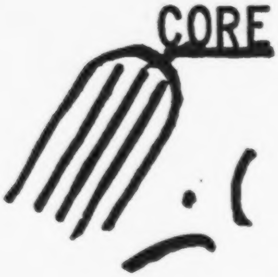
3. IF THERE IS AN EVEN NUMBER OF SPIKES OR RODS AS HIGH AS THE SHOULDERS, THE CORE IS LOCATED ON THE END OF THE FARTHEST OF THE INNERMOST SPIKES FROM THE DELTA, WHETHER OR NOT THE SPIKE OR ROD TOUCHES THE INSIDE OF THE RECURVE.

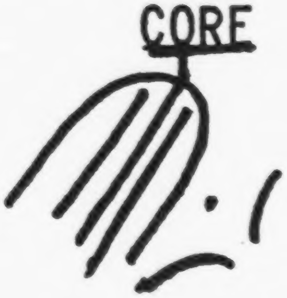

CORE
CORE
CORE
CORE
CORE
CORE
CORE
CORE
CORE
CORE

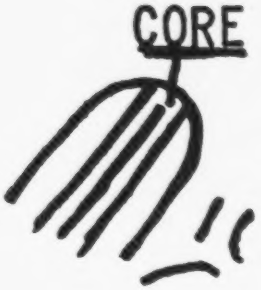
FIRST FIND SUFFICIENT RECURVE

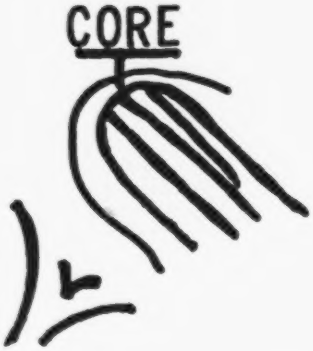
CORE

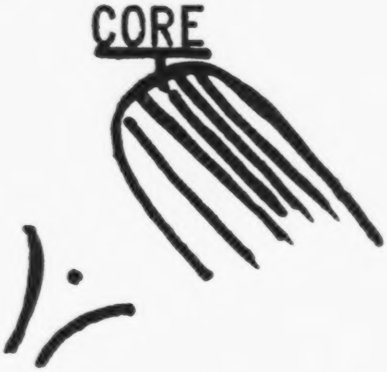
4. IF THERE IS AN ODD NUMBER OF SPIKES OR RODS AS HIGH AS THE SHOULDERS, THE CORE IS LOCATED ON THE END OF THE CENTER SPIKE, WHETHER OR NOT THE SPIKE OR ROD TOUCHES THE INSIDE OF THE RECURVE.

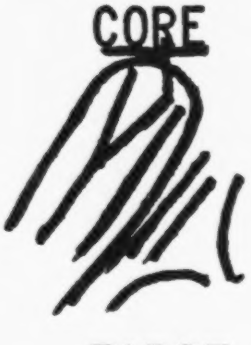


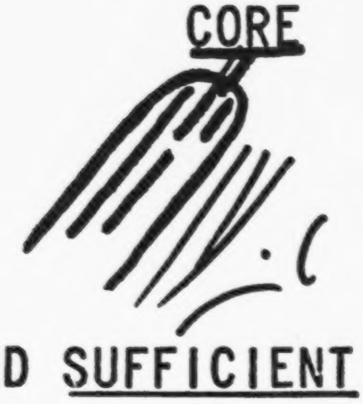


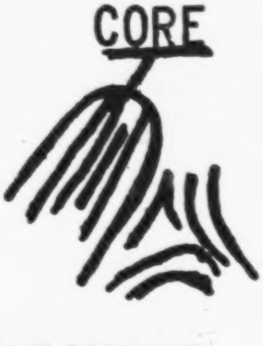












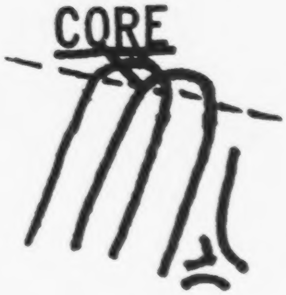
FIRST FIND SUFFICIENT RECURVE

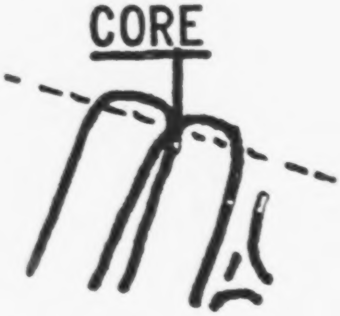
CORE

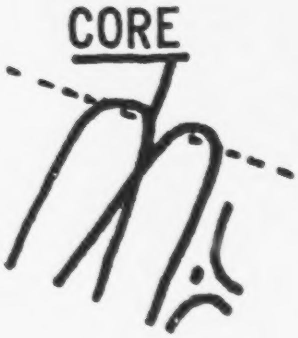
5. INTERLOCKING LOOPS:

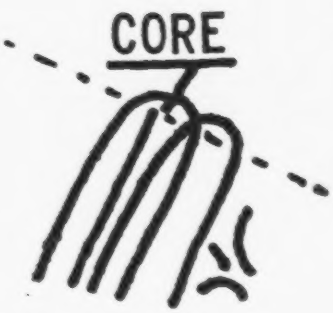
JOIN THE TWO LOOPS TOGETHER BY AN IMAGINARY RECURVE, MAKING ONE LOOP WITH ROD OR RODS INSIDE, COUNT NUMBER OF ROD OR RODS SHOULDER HIGH THEN FIX CORE.

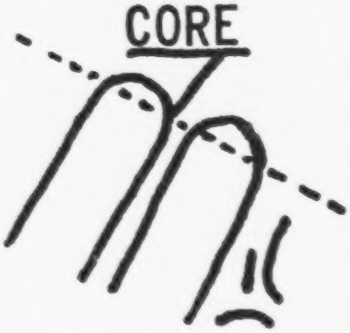
SINGULAR -- ODD -- EVEN

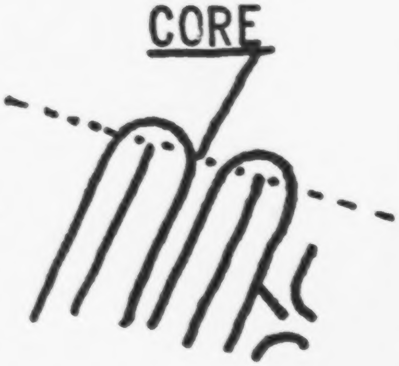








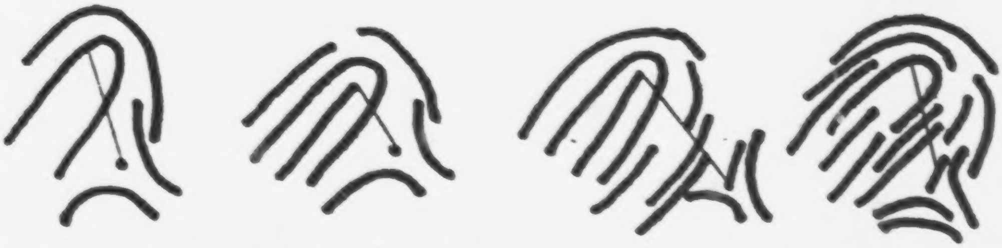




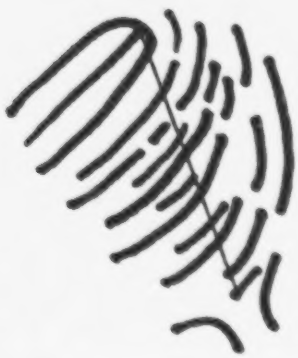
RIDGE COUNTING

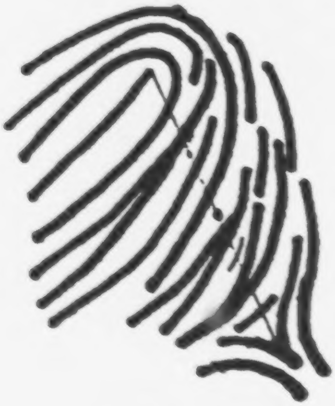
A. DRAW A LINE BETWEEN DELTA AND CORE. AS LONG AS YOU TOUCH OR CROSS A RIDGE, YOU HAVE A RIDGE COUNT.

1. ONE RIDGE MUST BE A LOOPING RIDGE.
2. DELTA AND CORE ARE NOT COUNTED.



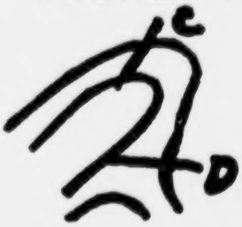
3. FRAGMENTS AND DOTS ARE COUNTED AS RIDGES ONLY IF THEY APPEAR AS THICK AS THE SURROUNDING RIDGES.
4. IF YOU CROSS A BIFURCATION, COUNT EACH OF ITS ARMS.

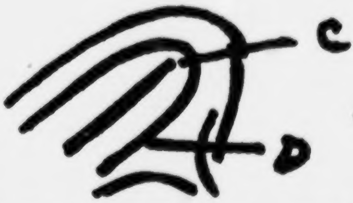


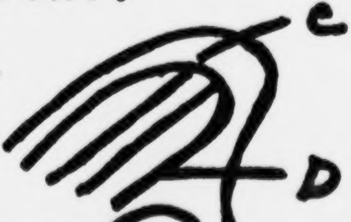


RIDGE COUNTING

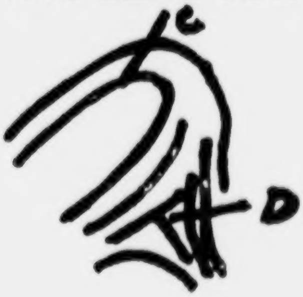
5. IF THE DELTA IS ON THE ONLY LOOP, THERE IS NO RIDGE COUNT.

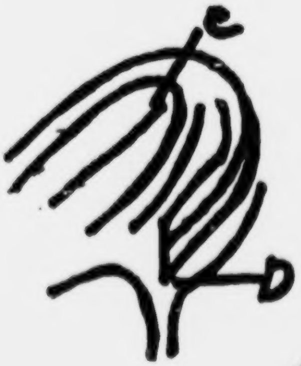


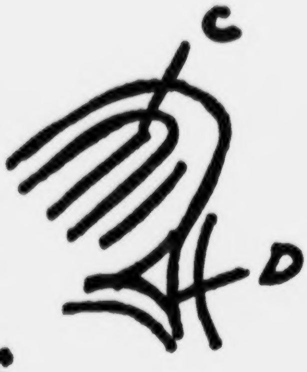


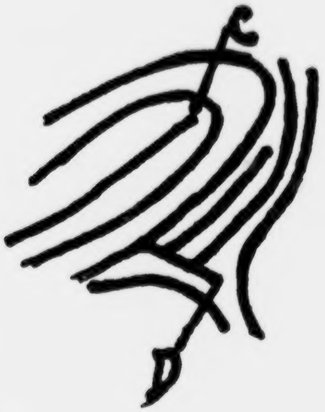


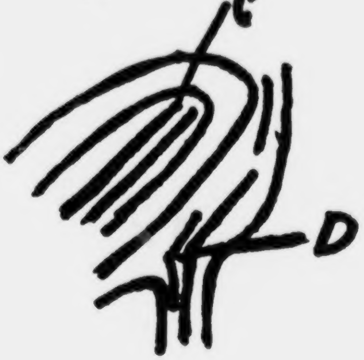
6. WHITE SPACE MUST INTERVENE BETWEEN DELTA AND THE FIRST RIDGE COUNT.





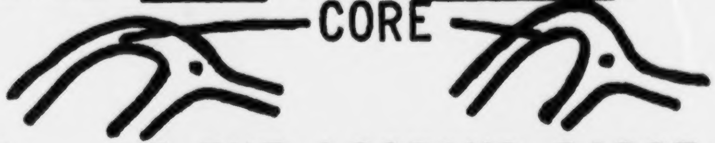




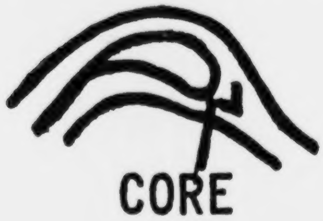


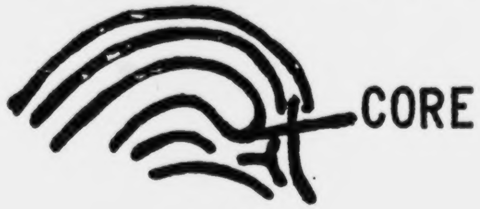
RIDGE COUNTING

7. IF THE DELTA IS ABOVE THE SHOULDERS OF A SINGLE LOOPING RIDGE, AND THE CORE IS ON THE SHOULDER, THERE IS NO RIDGE COUNT UNLESS THE IMAGINARY LINE CUTS THE RECURVE.

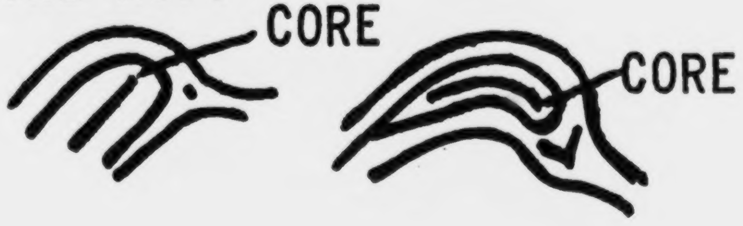


A. IF THE LOOPING RIDGE IS ABOVE THE DELTA THE CORE IS PLACED IN THE CENTER OF THE RECURVE PROVIDED THE SHOULDERS ARE OF EQUAL DISTANCE FROM THE DELTA.



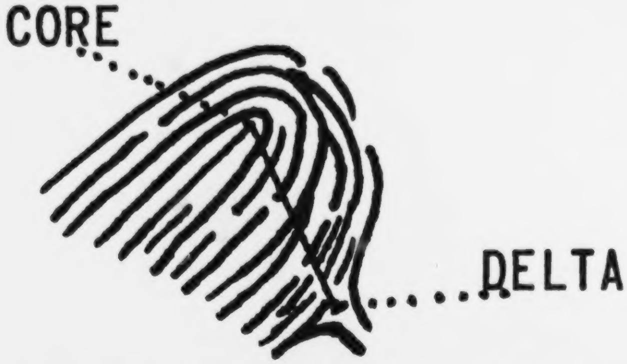


B. IF A ROD OR SPIKE IS AS HIGH AS THE SHOULDERS, THE CORE IS PLACED ON THE END OF THE ROD.

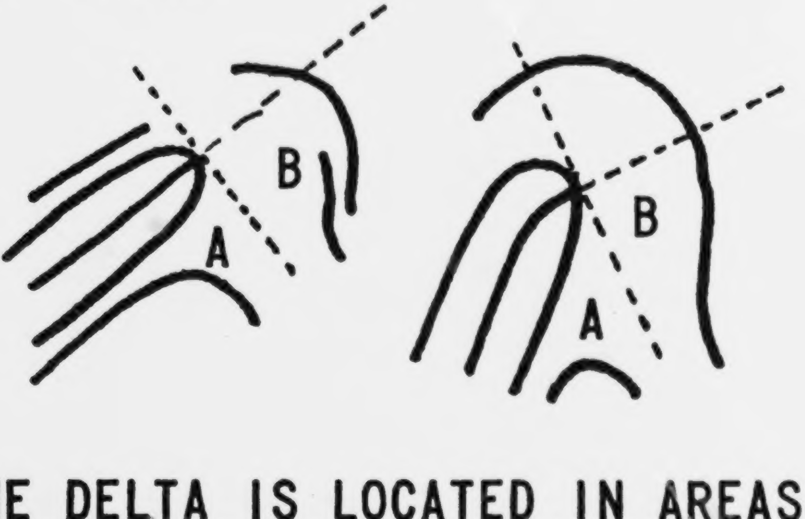


RIDGE COUNTING

8. NATURAL AND UNNATURAL BREAKS IN RIDGES. THE DISTINCTION IS UP TO THE JUDGEMENT OF THE INDIVIDUAL CLASSIFIER.

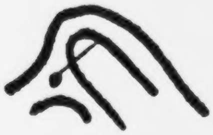


9. WHEN THE CORE IS PLACED ON A SPIKE WHICH TOUCHES THE INSIDE OF THE INNERMOST SUFFICIENT RECURVING RIDGE, THE RECURVE IS INCLUDED IN THE RIDGE COUNT ONLY WHEN THE DELTA IS LOCATED BELOW A LINE DRAWN AT RIGHT ANGLES TO THE SPIKE.

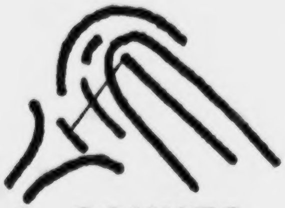


IF THE DELTA IS LOCATED IN AREAS A, THE RECURVING RIDGE IS COUNTED.

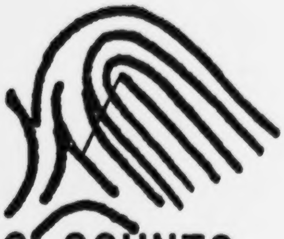
RIDGE COUNTING



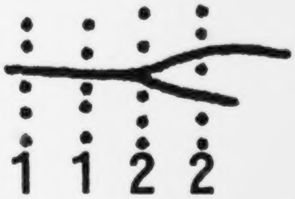
1-COUNT

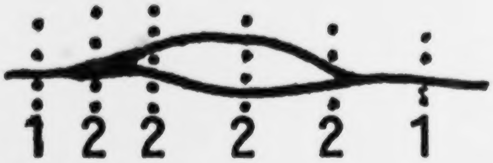


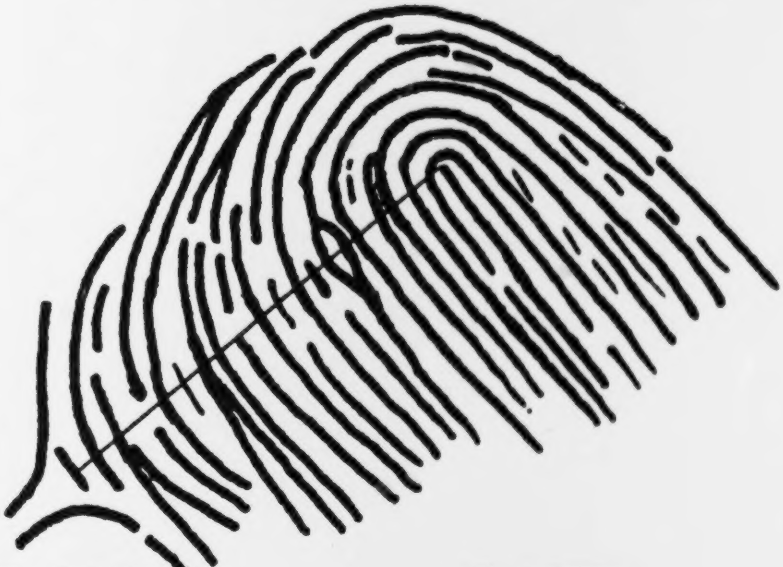
2-COUNTS



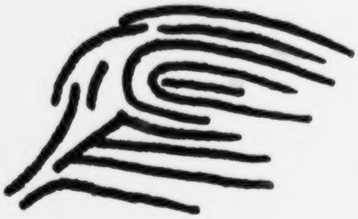
3-COUNTS



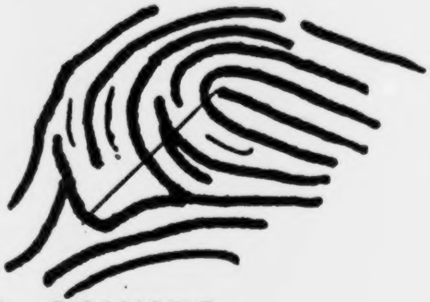




17-COUNTS



2-COUNTS

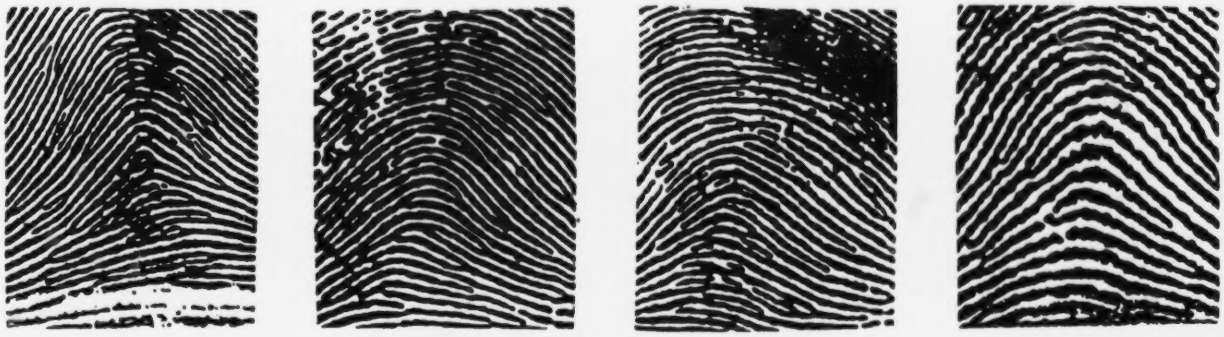


4-COUNTS

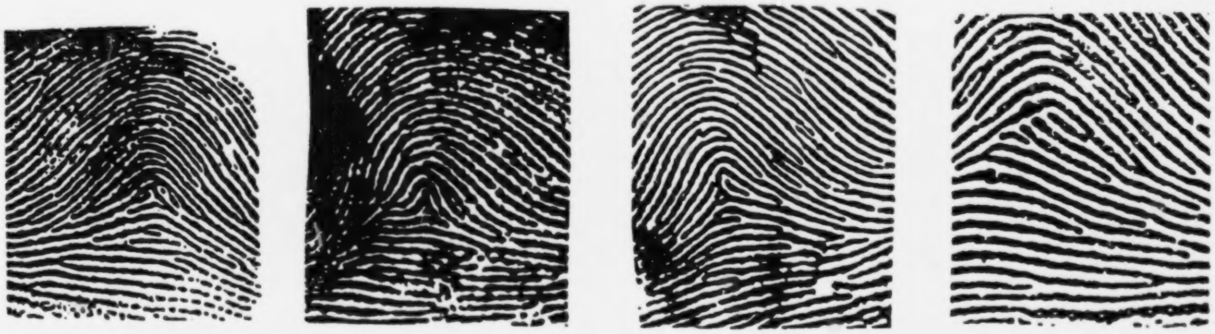
TYPES OF PATTERNS

ARCHES

PLAIN ARCH

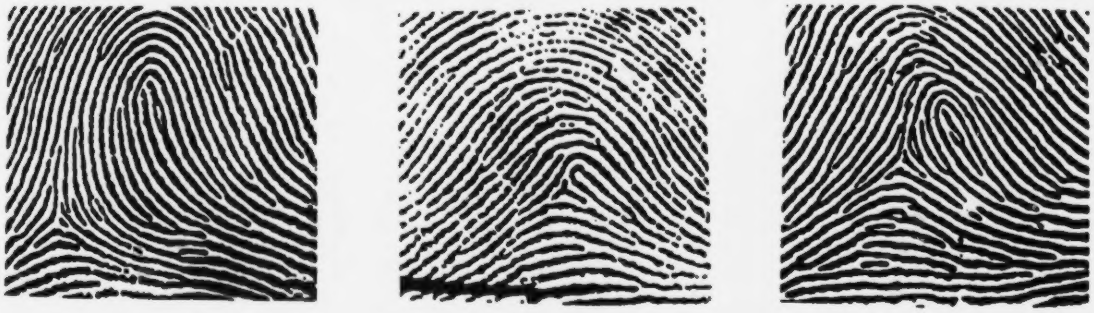


TENTED ARCH



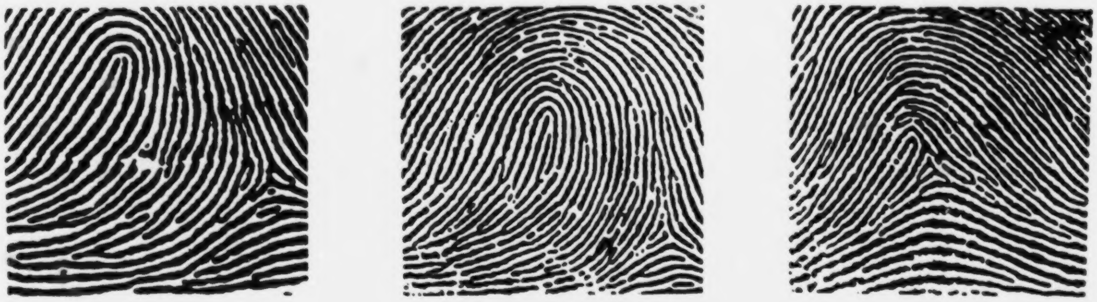
LOOPS

ULNAR LOOP--FLOWS IN THE DIRECTION OF THE LITTLE FINGER.



LEFT HAND

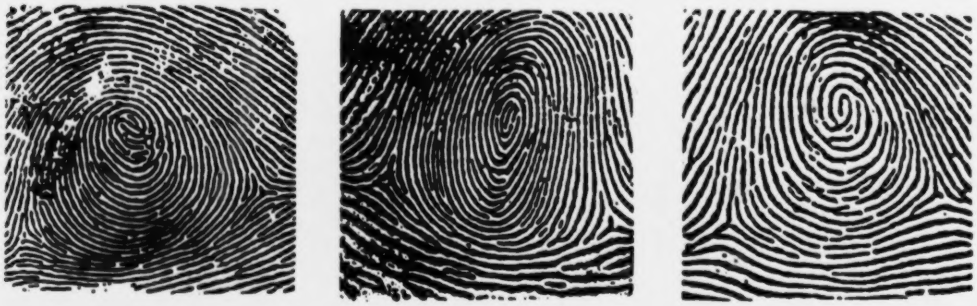
RADIAL LOOP--FLOWS IN THE DIRECTION OF THE THUMB



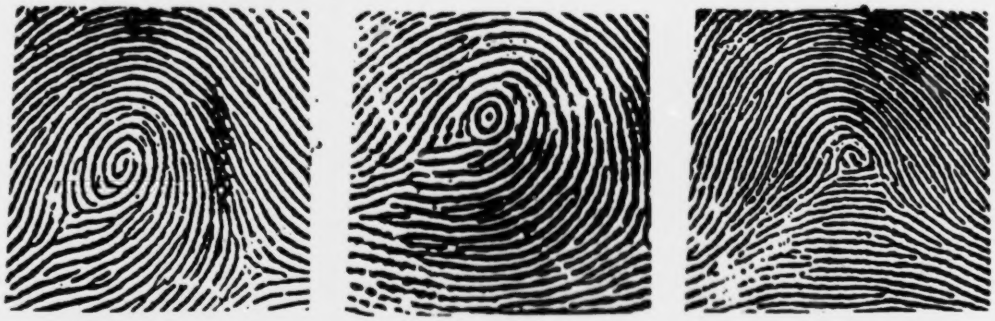
RIGHT HAND

WHORLS

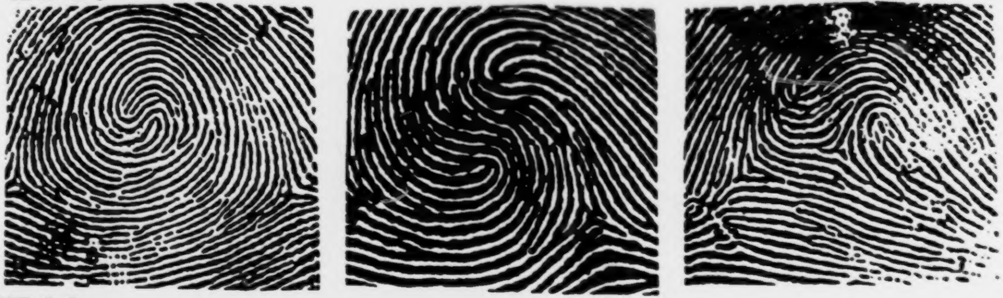
PLAIN--



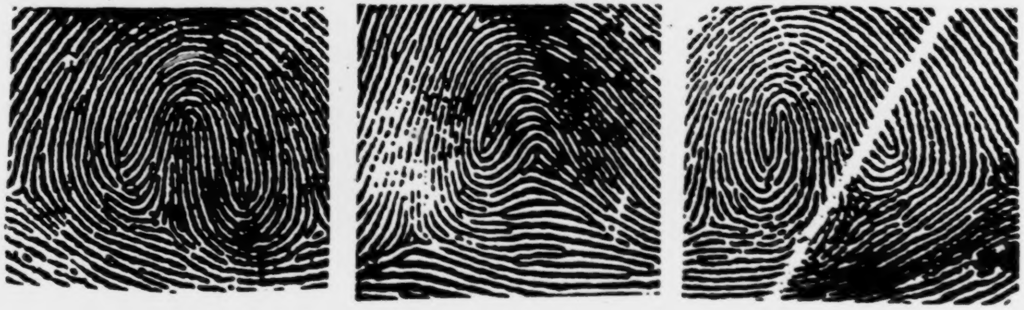
CENTRAL POCKET LOOP--



DOUBLE LOOP--



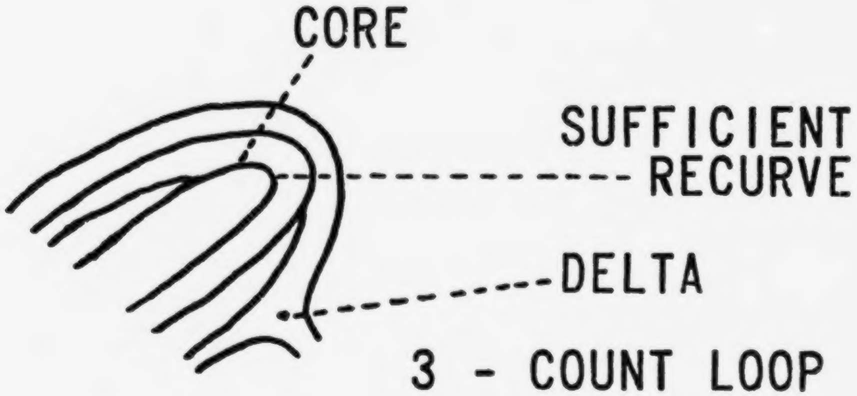
ACCIDENTAL--



LOOP: A LOOP IS THAT TYPE OF PATTERN IN WHICH ONE OR MORE RIDGES ENTER UPON EITHER SIDE, RECURVE, TOUCH OR PASS AN IMAGINARY LINE BETWEEN DELTA AND CORE AND PASS OUT OR TEND TO PASS OUT UPON THE SAME SIDE THE RIDGES ENTERED.

THREE BASIC REQUIREMENTS OF A LOOP:

1. SUFFICIENT RECURVE
2. DELTA
3. RIDGE COUNT - ACROSS A LOOPING RIDGE

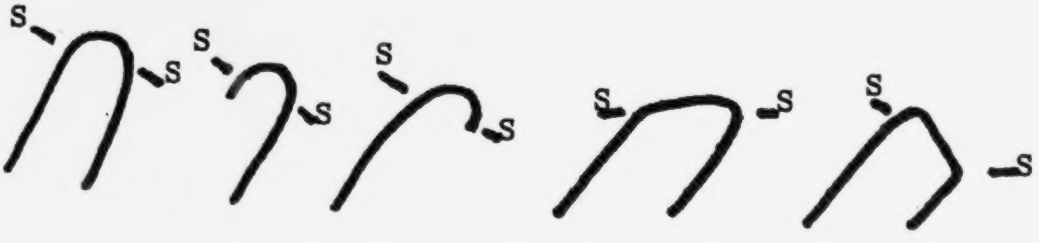


3 - COUNT LOOP

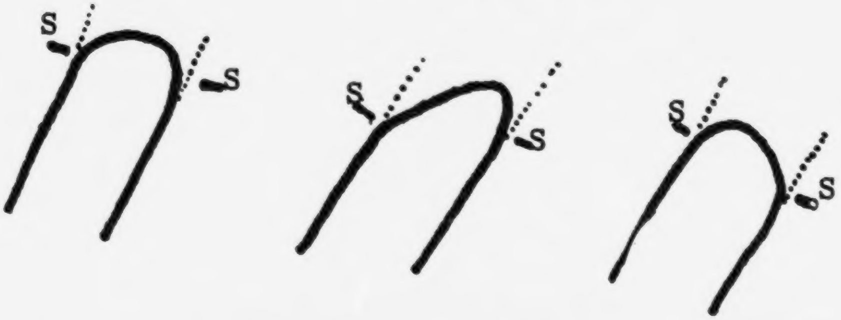
980

SUFFICIENT RECURVE

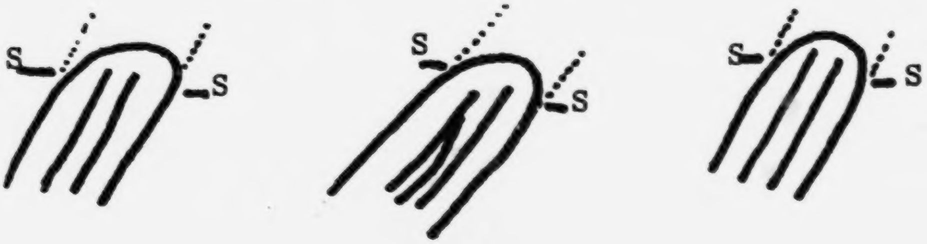
A SUFFICIENT RECURVE CONSISTS OF THE SPACE BETWEEN THE SHOULDERS OF A LOOP FREE OF ANY APPENDAGES WHICH ABUT UPON IT AT A RIGHT ANGLE ON THE OUTSIDE OF THE RECURVE.



S = Shoulders

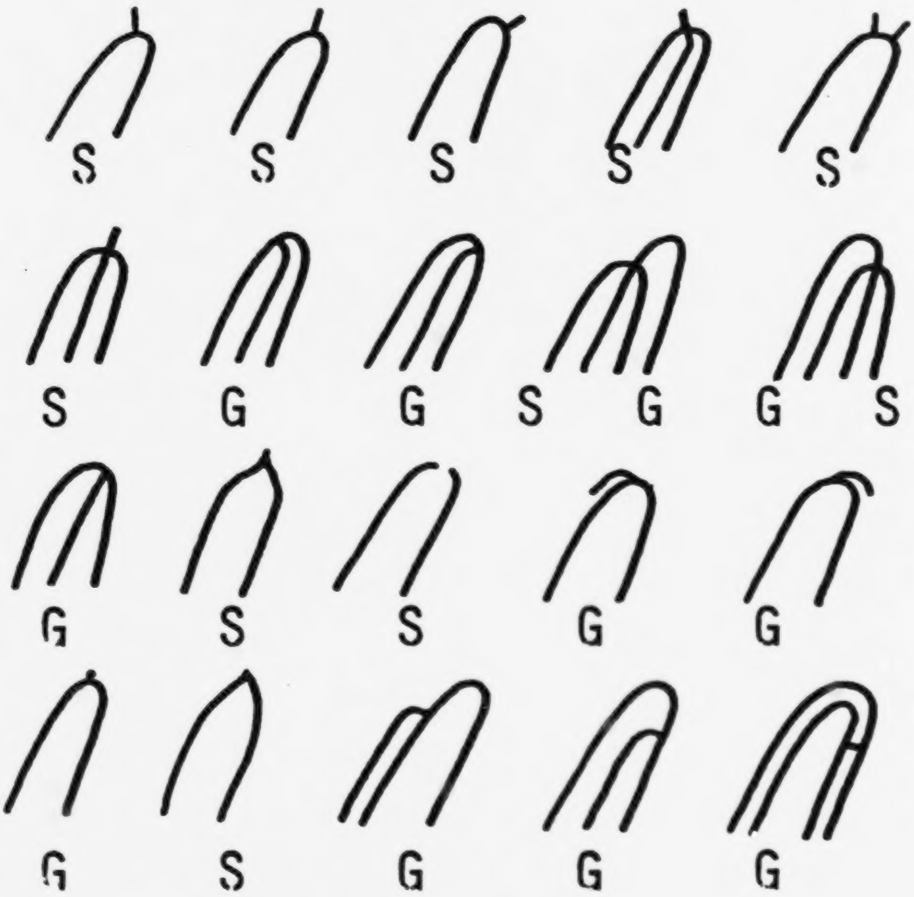


1. THE SHOULDERS OF A LOOP ARE THE POINTS AT WHICH THE RECURVING RIDGE DEFINITELY TURNS INWARD OR CURVES.



2. AN APPENDAGE STRIKING THE OUTSIDE OF THE RECURVE AT RIGHT ANGLES WILL SPOIL THAT RECURVE.

S-SPOILED G-GOOD


S
S
S
S
S
S
G
G
S
G
G
S
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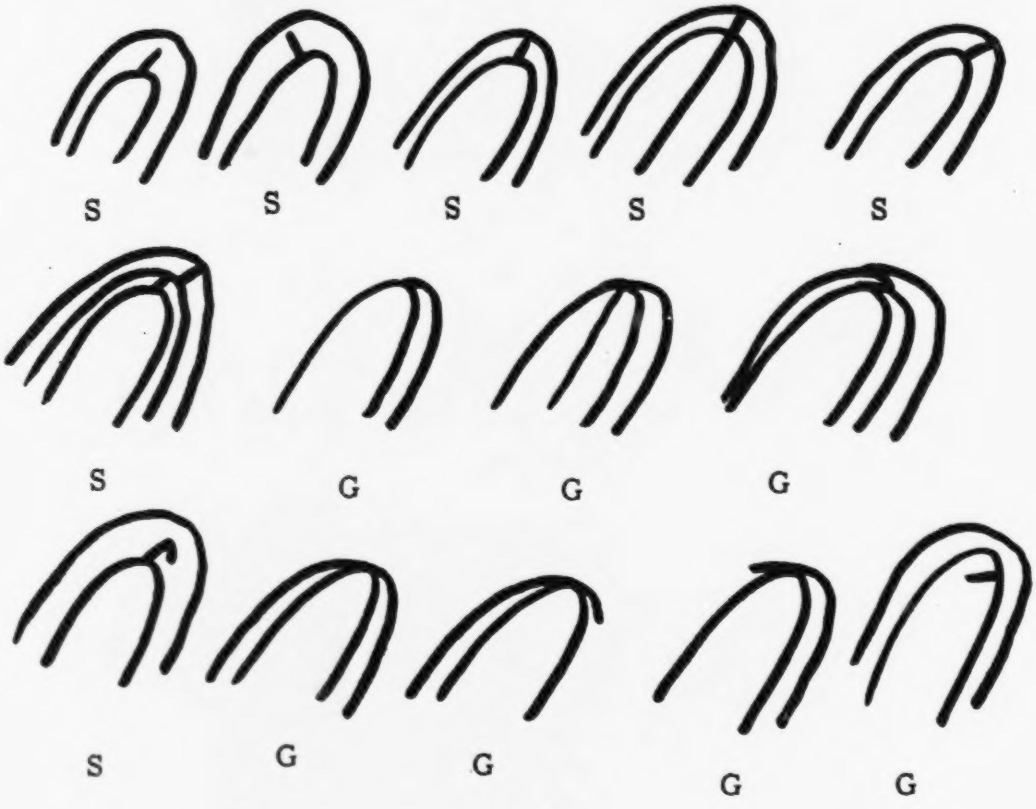
S
S
G
G
G
S
G
G
G

3. AN APPENDAGE IS AN ATTACHMENT OR CONNECTION.

4. TEST FOR APPENDAGE. IF YOU CAN TRACE AROUND THE RECURVE, AND THE APPENDAGE FLOWS OFF SMOOTHLY, IT DOES NOT SPOIL THE RECURVE. WHEN A RECURVE IS SPOILED, USE THE NEXT RECURVE OUTSIDE OF IT, IF IT IS FREE OF APPENDAGES.

5. AN APPENDAGE MAY FORM A NEW LOOP.

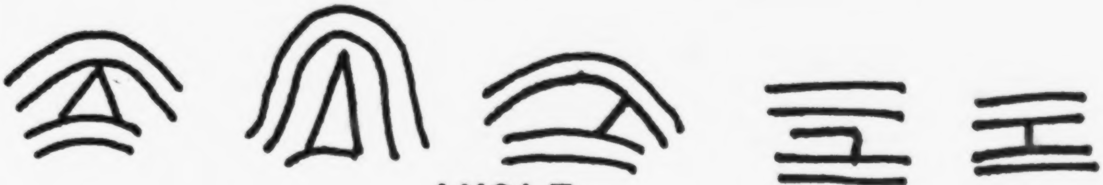


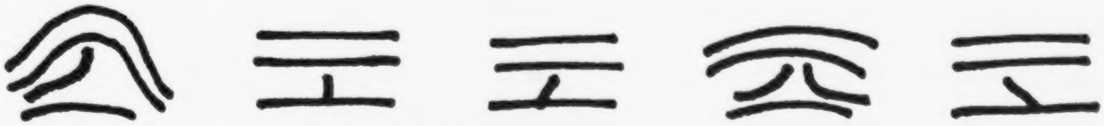
TWO FOCAL POINTS OF A LOOP ARE THE DELTA AND CORE.

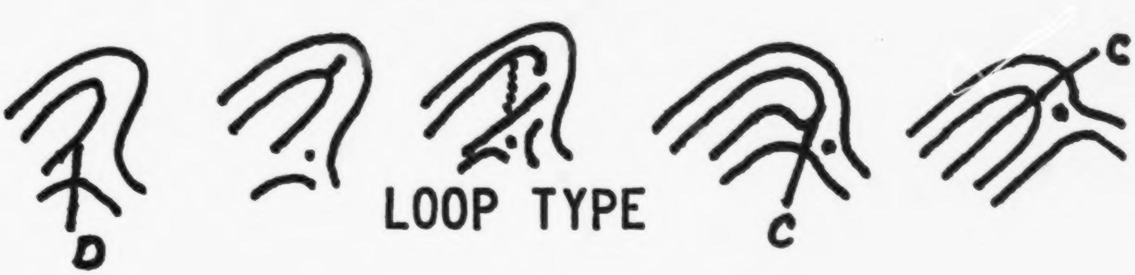
ARCHES

TWO TYPES: TENTED PLAIN

TENTED ARCH: A TENTED ARCH IS THAT TYPE OF PATTERN WHICH POSSESSES EITHER AN ANGLE, AN UPTHRUST, OR TWO OF THE THREE BASIC CHARACTERISTICS OF A LOOP.


ANGLE


UPTHRUST

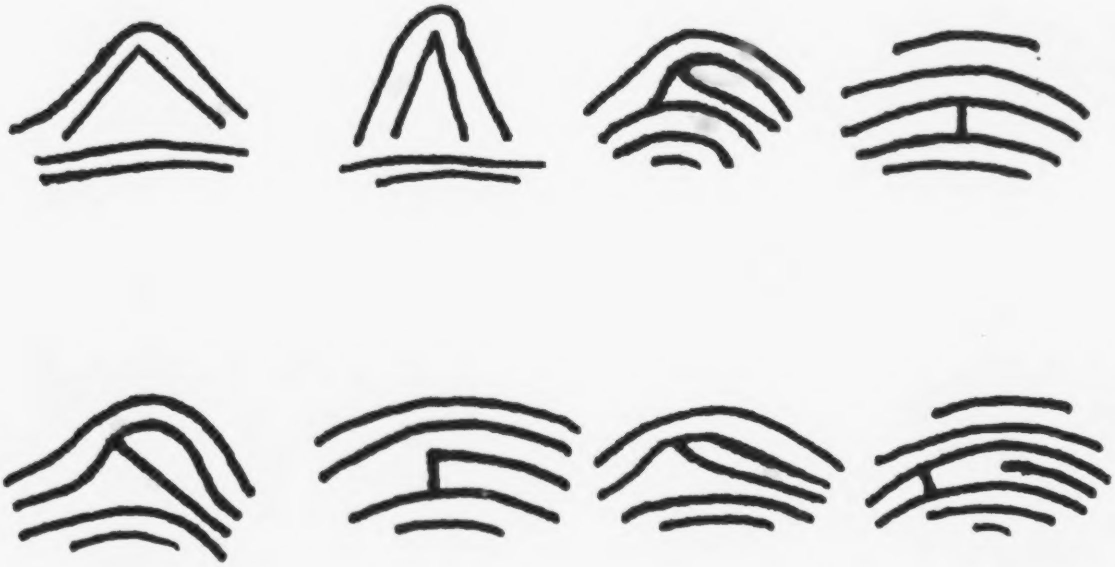


LOOP TYPE

TENTED ARCH

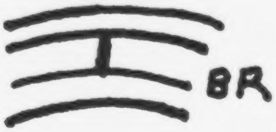
TYPES OF TENTED ARCHES

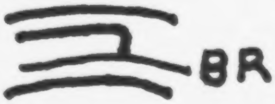
1. ANGULAR TYPE:
   - A. FORMED BY TWO RIDGES MEETING AT AN ANGLE. ONE CONTINUOUS RIDGE CANNOT FORM AN ANGLE.
   - B. ANGLE MUST BE 90 DEGREES OR LESS.

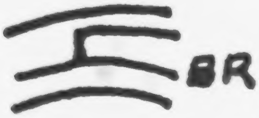


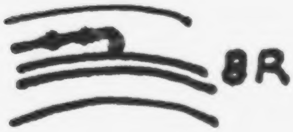
TENTED ARCH

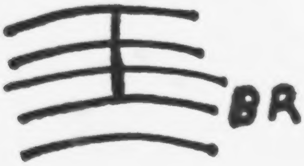
C. THE ANGLE MAY BE FORMED ON THE BASE RIDGE BUT - THE ANGLE - MUST BE EXACTLY NINETY DEGREES - IN THIS CASE - , OR IT IS CONSIDERED TO BE A BIFURCATION. THE BASE RIDGE IS THE PLAIN ARCH RIDGE DIRECTLY BENEATH THE RIDGE IN QUESTION

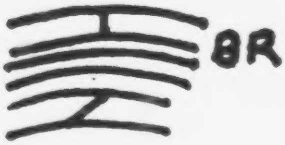










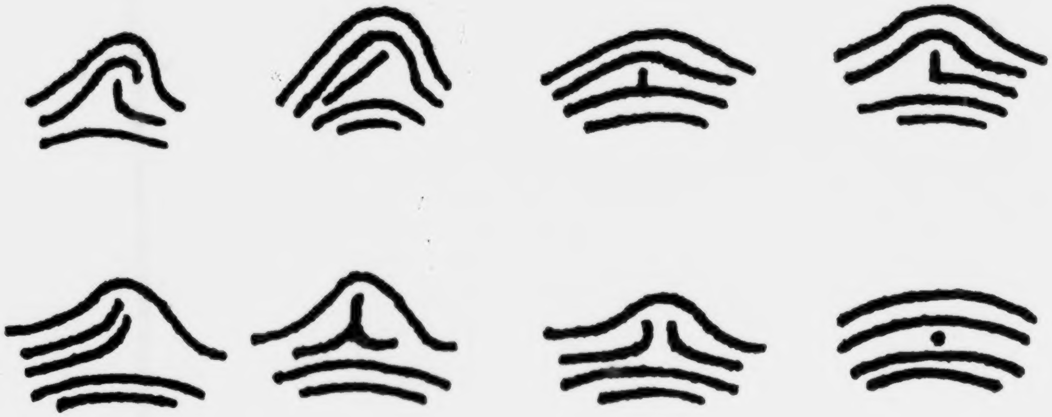


BR---- BASE RIDGE

D. MOST ANGULAR TYPE TENTED ARCHES HAVE A TENDENCY TO FLOW IN ONE SIDE OF THE PATTERN AND OUT ON THE OPPOSITE SIDE.

TENTED ARCH

2. UPTHRUST
   - A. AN UPTHRUST MUST BE AN ENDING RIDGE--A RIDGE WHICH ENDS IN SPACE.
   - B. AN UPTHRUST MUST MAKE A DEFINITE CHANGE OF DIRECTION FROM THE BASE RIDGE. ANGLE OF FORTY-FIVE DEGREES OR MORE FROM BASE RIDGE--THE BASE RIDGE IS THE PLAIN ARCH RIDGE DIRECTLY BENEATH THE RIDGE IN QUESTION.
   - C. AN UPTHRUST MUST BE AS HIGH AS THE SURROUNDING RIDGES ARE THICK. DOTS DO NOT HAVE ANY DIRECTION.



TENTED ARCH

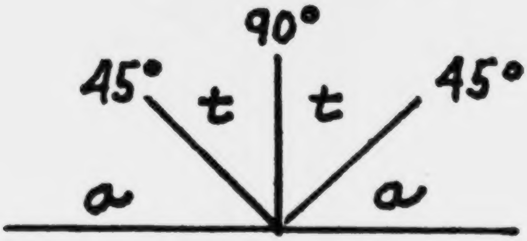
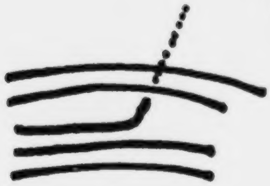
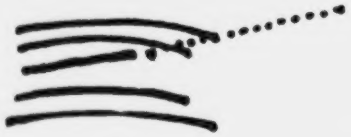
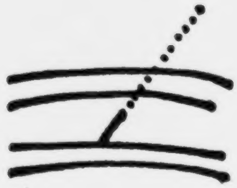
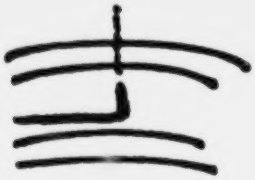


FIGURE A









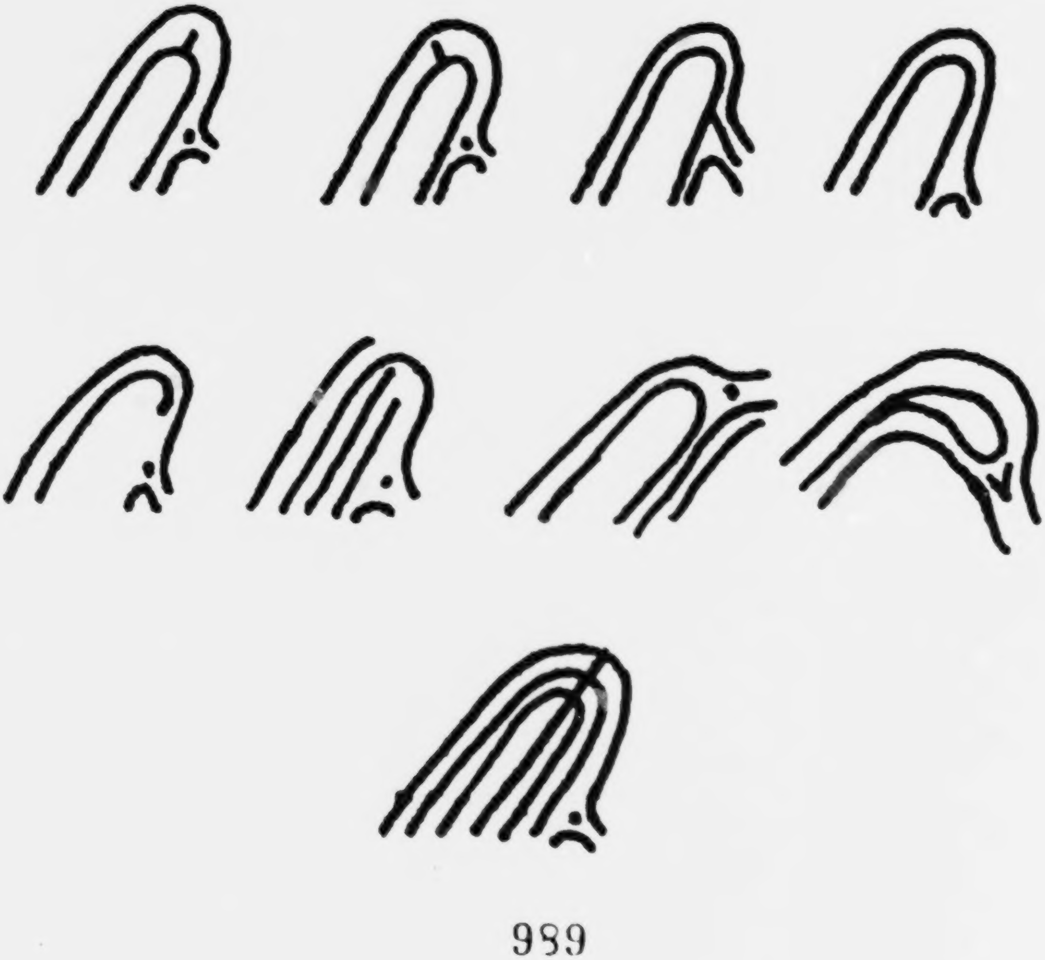
USING FIGURE A, COMPARE ENDING RIDGES IN FOUR DRAWINGS ABOVE TO ESTABLISH WHAT DEGREE OF ANGLE THE ENDING RIDGE IN QUESTION COMPARES TO THE BASE RIDGE.

THE BASE RIDGE BEING THE PLAIN ARCH RIDGE BELOW THE RIDGE IN QUESTION.

TENTED ARCH

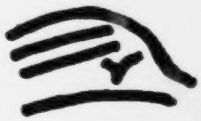
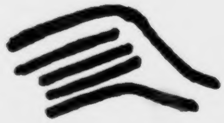
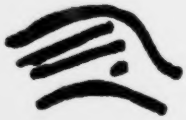
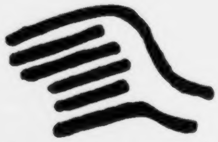
RECURVING

3. TENTED ARCHES HAVING TWO OF THE THREE BASIC CHARACTERISTICS OF THE LOOP.
    A. MUST LACK ONE OF THE THREE BASIC CHARACTERISTICS OF A LOOP: DELTA-RECURVE-RIDGE COUNT
    B. ORDINARILY, MOST HAVE A LOOPING RIDGE. --NOT ALL--

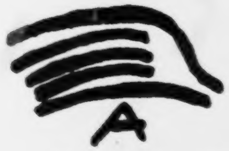


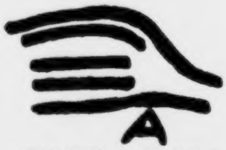
TENTED ARCH

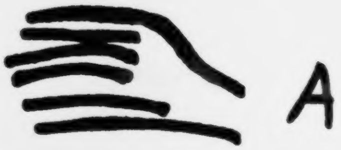
C. TWO ENDING RIDGES, ON OR ABOUT THE SAME PLANE, PLUS A DELTA FORMATION, MAKE A TENTED ARCH.

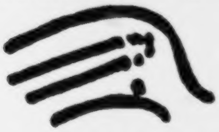
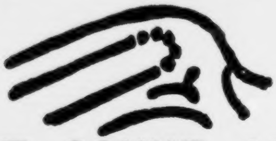
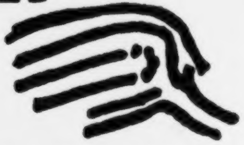
1. THESE ENDING RIDGES MUST BE DEFINITE ENDING RIDGES. THESE ENDING RIDGES MUST NOT TURN DOWNWARD.



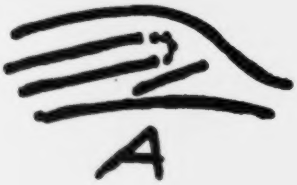


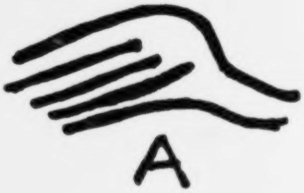


2. JOIN THE TWO ENDING RIDGES BY AN IMAGINARY RECURVE SO THAT A RIDGE COUNT IS OBTAINED

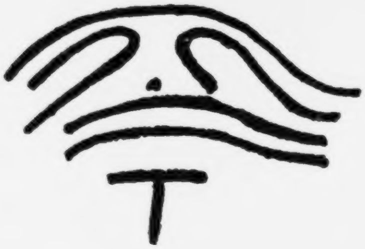
3. IF NO RIDGE COUNT IS OBTAINED IT IS CLASSIFIED AS A PLAIN ARCH.

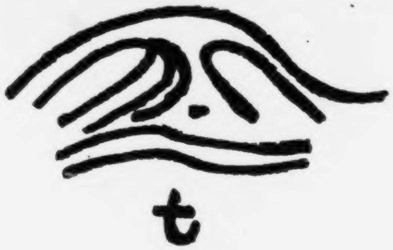


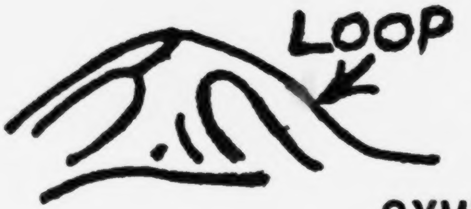


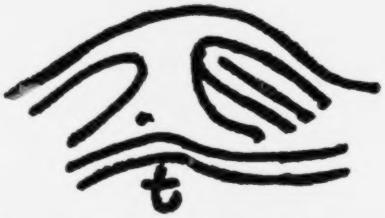
TENTED ARCH

4. ARBITRARY TYPE OF TENTED ARCH:
   - A. ONLY ONE POSSIBILITY.
   - B. HAS TWO EQUALLY GOOD LOOP FORMATIONS, GOING IN THE OPPOSITE DIRECTION, AND ONE DELTA.







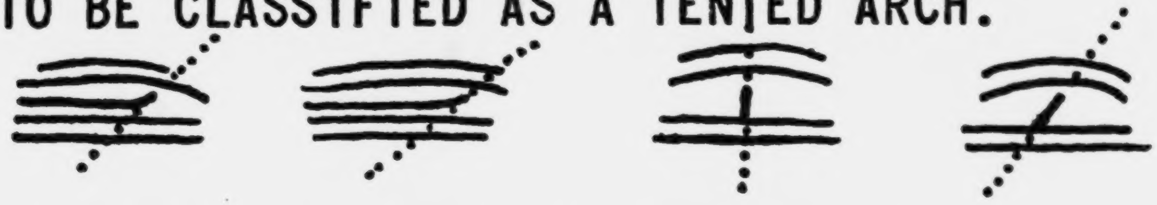


SYMBOLS

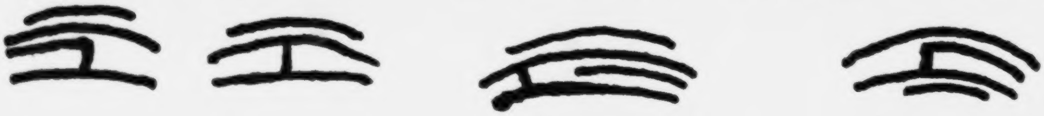
1. CAPITAL - T - IN FINGERS NUMBER TWO AND SEVEN.
2. SMALL - t - IN FINGERS OTHER THAN NUMBER TWO AND SEVEN.

TENTED ARCH

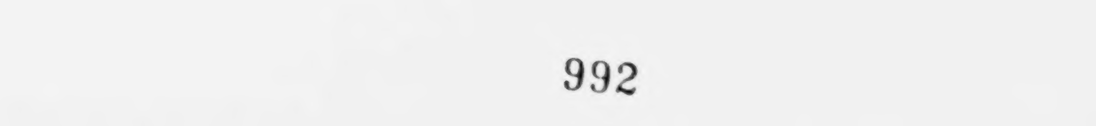
IF RIDGE ENDS IN SPACE, RIDGE MUST CHANGE DIRECTION 45 DEGREES OR MORE TO BE CLASSIFIED AS A TENTED ARCH.



IF RIDGE IN QUESTION TOUCHES RIDGE ABOVE OR BELOW -- THE RIDGE IN QUESTION MUST FORN A 90 DEGREE ANGLE.



ALL RIDGES TOUCHING RIDGE BELOW OR ABOVE NOT AT 90 DEGREES IS CONSIDERED A BIFURCATION. BIFURCATIONS ARE CLASSIFIED AS AN -A- RIDGE.



TENTED ARCH

WHEN CLASSIFYING AN ENDING RIDGE - IF THE RIDGES ON BOTH SIDES OF THE ENDING RIDGE FOLLOW ITS DIRECTION OR FLOW TREND, THE PRINT MAY BE CLASSIFIED AS A PLAIN ARCH. IF, HOWEVER, THE RIDGES ON ONLY ONE SIDE FOLLOW ITS DIRECTION, THE PRINT IS A TENTED ARCH.

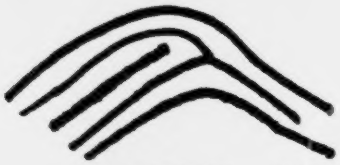


FIGURE 1

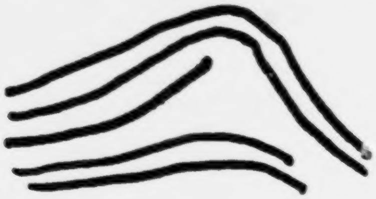


FIGURE 2

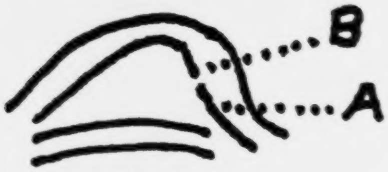


FIGURE 3

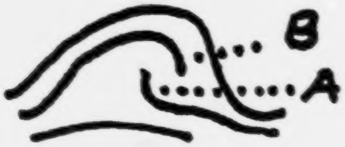
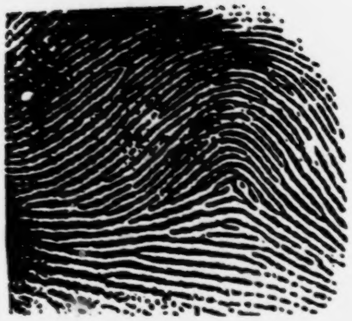


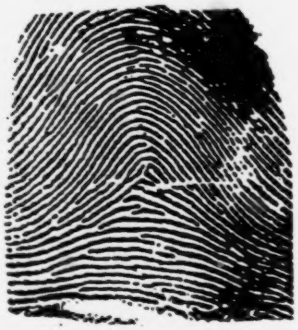
FIGURE 4

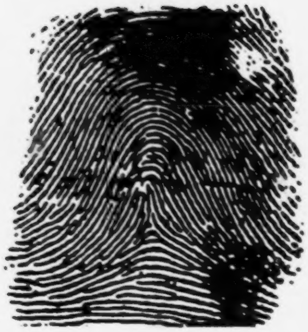
FIGURE 3 IS A PLAIN ARCH BECAUSE IT IS READILY SEEN THAT THE APPARENT UPTHRUST IS A CONTINUATION OF THE RECURVING RIDGE B.

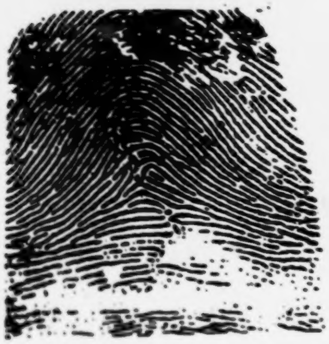
FIGURE 4 IS A TENTED ARCH BECAUSE RIDGE A IS AN INDEPENDENT UPTHRUST, AND NOT A CONTINUATION OF RIDGE B.

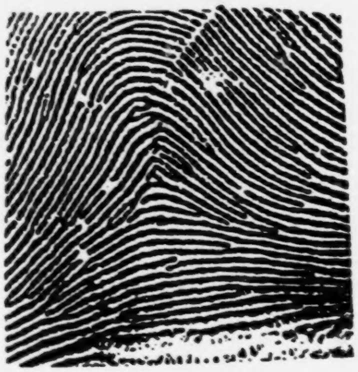
TENTED ARCHES

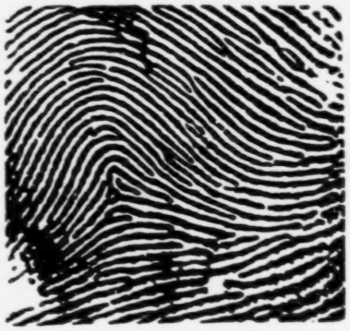


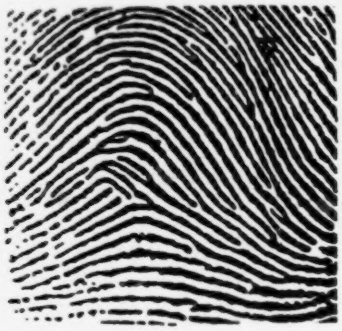


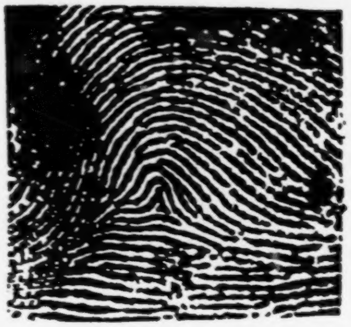


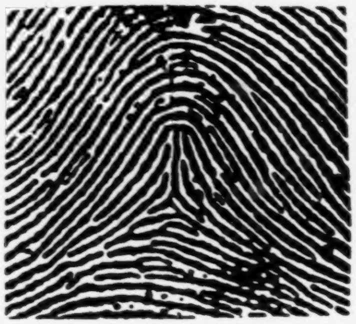






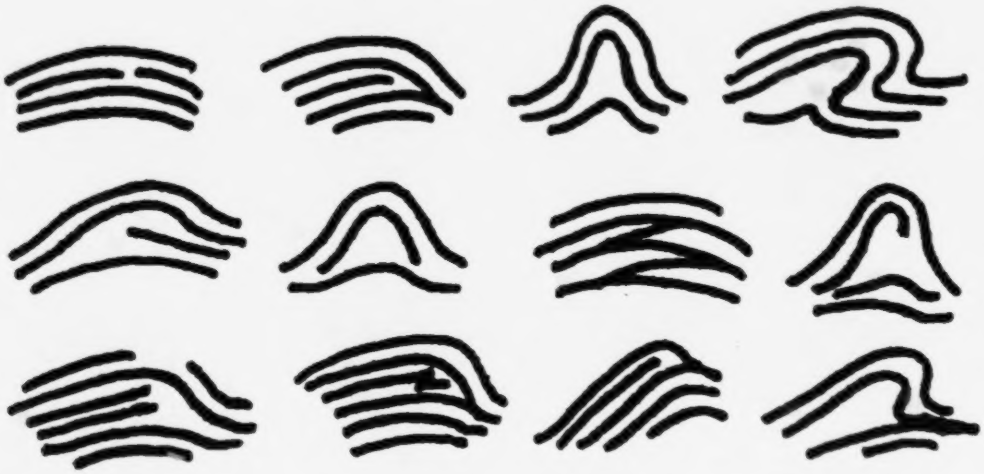






PLAIN ARCH

A PLAIN ARCH IS THAT TYPE OF PATTERN IN WHICH THE RIDGES ENTER UPON ONE SIDE, MAKE A RISE OR WAVE IN THE CENTER, AND FLOW OR TEND TO FLOW OUT UPON THE OPPOSITE SIDE.

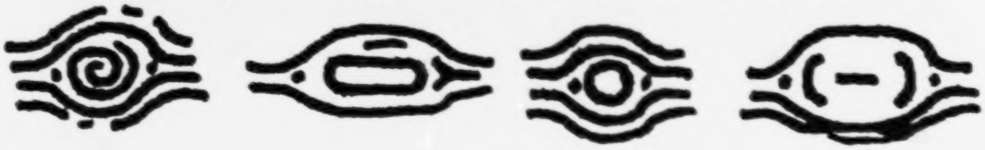


A PLAIN ARCH CANNOT HAVE A LOOPING RIDGE, AN UPTHRUST, OR A RECURVE.

1. CAPITAL "A" IN FINGERS NUMBER TWO AND SEVEN.
2. SMALL "a" IN FINGERS OTHER THAN TWO AND SEVEN.

WHORLS

I. MINIMUM REQUIREMENTS:
  A. TWO DELTAS AND A RECURVE IN FRONT OF EACH.
  B. IT CAN BE SPIRAL, OVAL, CIRCULAR, OR ANY VARIANT OF A CIRCLE.



II. TYPES OF WHORLS:

1. PLAIN WHORL

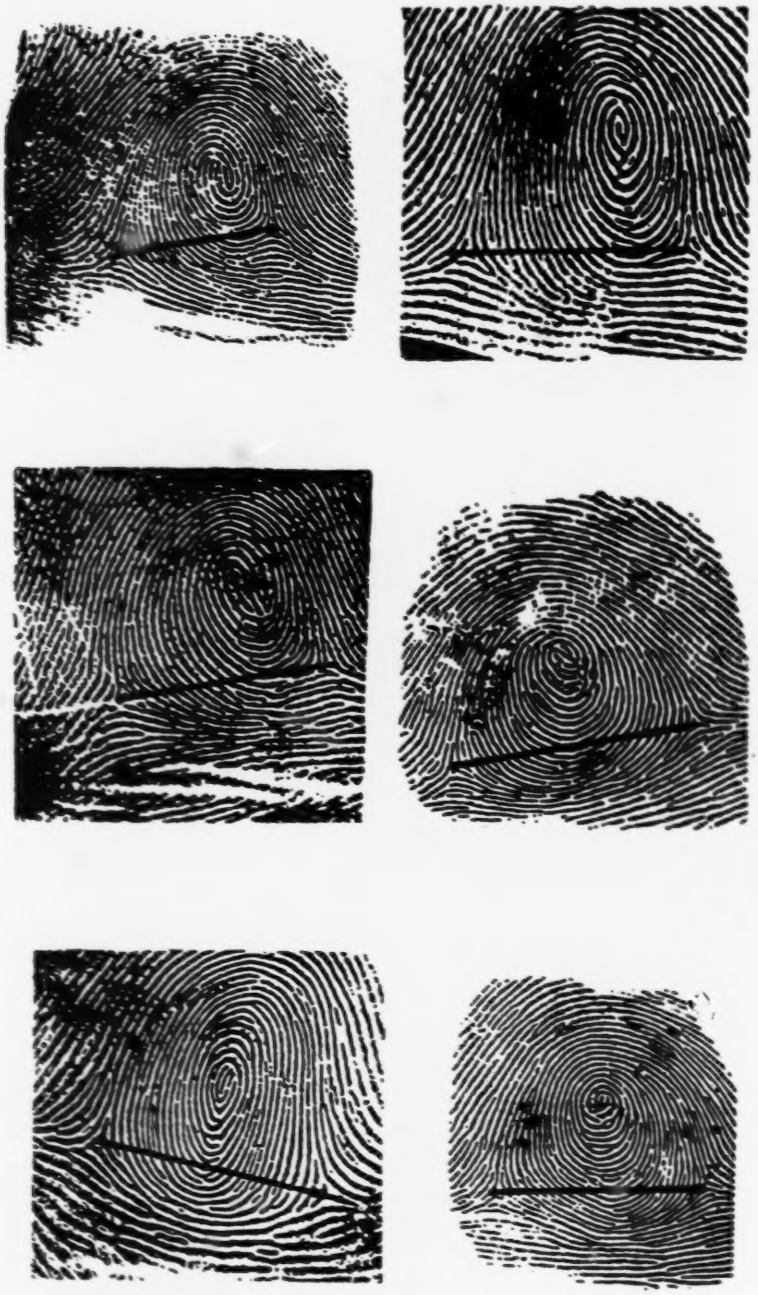
A PLAIN WHORL CONSISTS OF ONE OR MORE RIDGES WHICH MAKE OR TEND TO MAKE A COMPLETE CIRCUIT, WITH TWO DELTAS, BETWEEN WHICH, WHEN AN IMAGINARY LINE IS DRAWN, AT LEAST ONE RECURVING RIDGE WITHIN THE INNER PATTERN AREA IS CUT OR TOUCHED.

REMEMBER

A. TWO DELTAS AND AT LEAST ONE RECURVING RIDGE IN FRONT OF EACH.

B. AN IMAGINARY LINE DRAWN FROM DELTA TO DELTA MUST CUT OR TOUCH AT LEAST ONE RECURVING RIDGE WITHIN THE INNER PATTERN AREA.

WHORLS



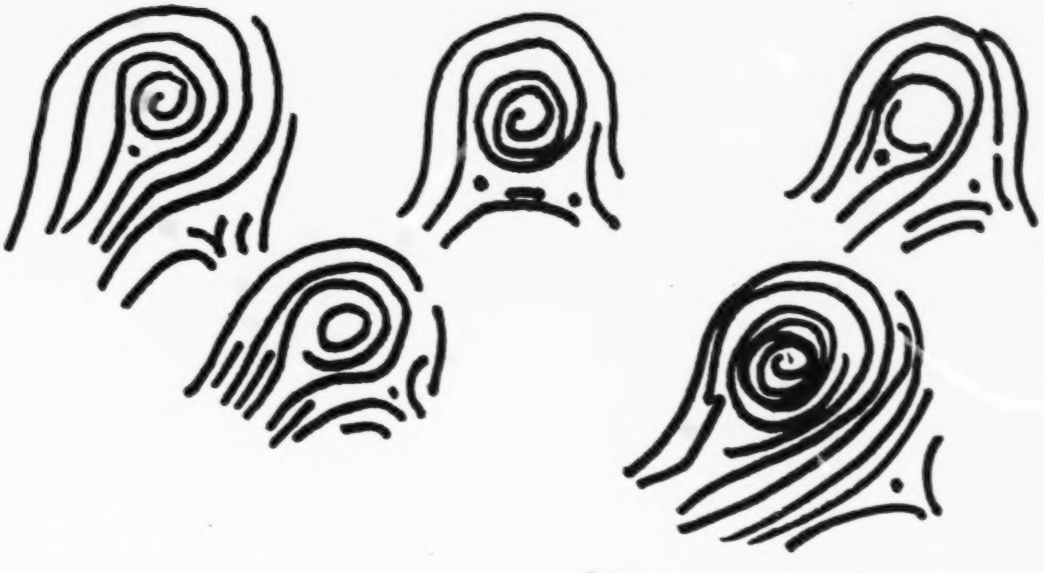
PLAIN WHORLS

WHORLS

2. CENTRAL POCKET LOOP WHORL

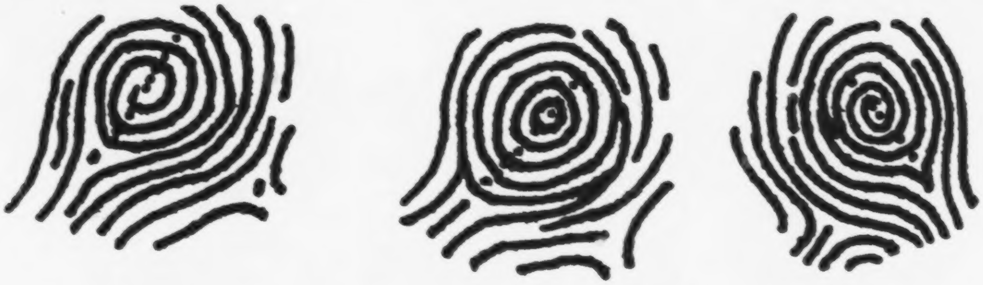
A CENTRAL POCKET LOOP WHORL CONSISTS OF AT LEAST ONE RECURVING RIDGE, OR AN OBSTRUCTION AT RIGHT ANGLES TO THE LINE OF FLOW, WITH TWO DELTAS, BETWEEN WHICH, WHEN AN IMAGINARY LINE IS DRAWN, NO RECURVING RIDGE WITHIN THE INNER PATTERN AREA IS CUT OR TOUCHED.

A. RECURVING TYPE:
   1. SIMILAR TO PLAIN WHORL, TWO DELTAS AND AT LEAST ONE RIDGE MAKING A COMPLETE CIRCUIT.
   2. DIFFERENCE FROM A PLAIN WHORL - AN IMAGINARY LINE DRAWN FROM DELTA TO DELTA MUST NOT CUT OR TOUCH A RECURVING RIDGE IN FRONT OF THE INNER DELTA.



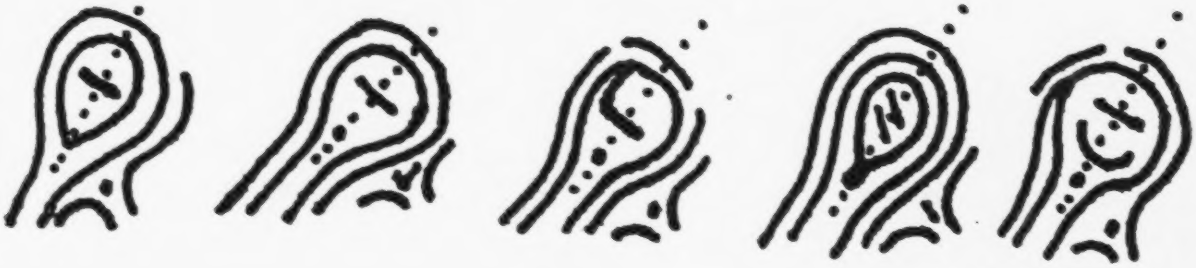
LINE OF FLOW OF WHORLS

THE LINE OF FLOW OF A CENTRAL POCKET LOOP WHORL IS DETERMINED BY DRAWING AN IMAGINARY LINE BETWEEN THE INNER DELTA AND THE CENTER OF THE INNERMOST RECURVING RIDGE.



CENTRAL POCKET LOOP WHORL

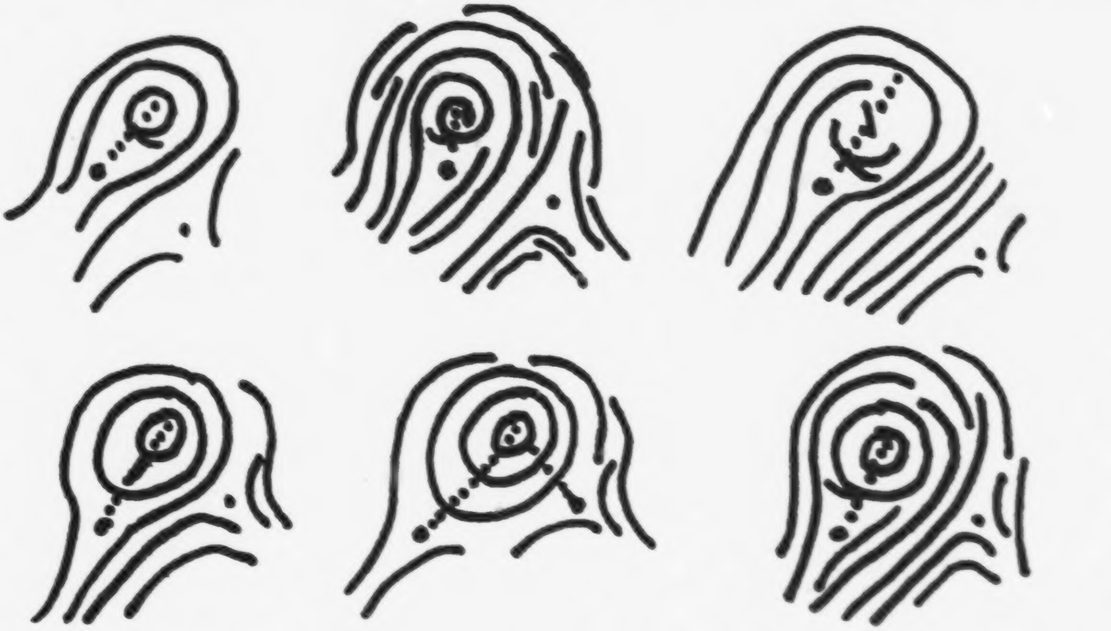
B. OBSTRUCTION TYPE:
   1. THE OBSTRUCTION MUST BE AT RIGHT ANGLES TO THE LINE OF FLOW IN ORDER TO BE A WHORL.
   2. A RECURVE HAS PRIORITY OVER AN OBSTRUCTION.



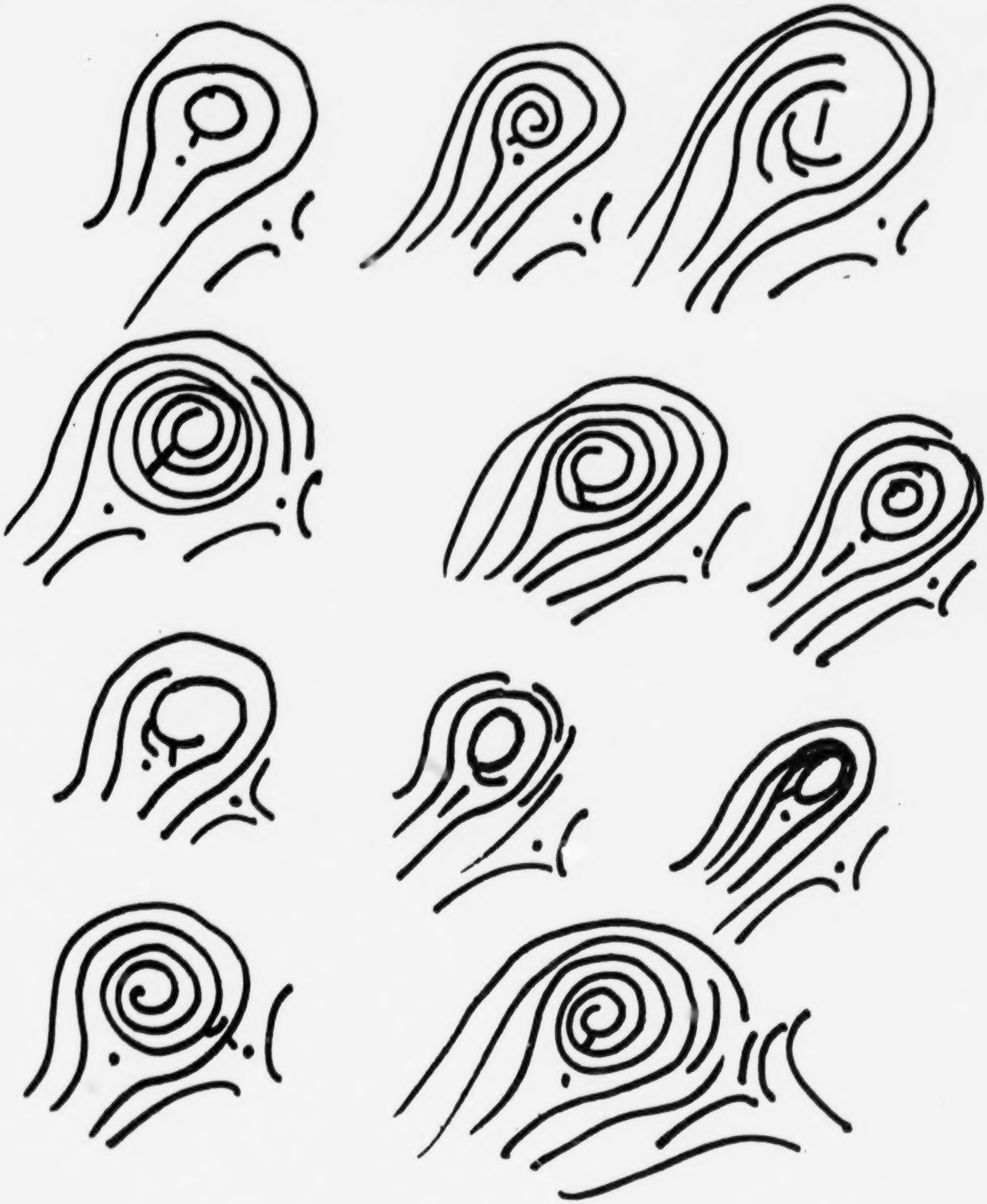
WHORLS

WHORL APPENDAGE RULE:

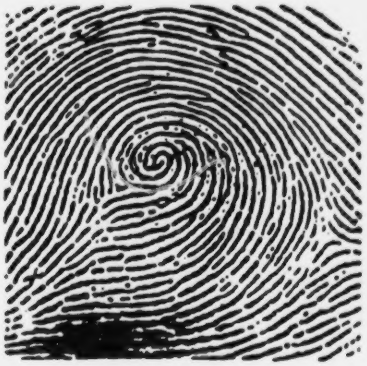
1. THE LINE OF FLOW IS ALSO USED TO DETERMINE IF THE APPENDAGE SPOILS THE RECURVE OF A WHORL.
   - A. IF THE APPENDAGE COMES OFF THE RECURVE AT THE LINE OF FLOW, THE RECURVE IS SPOILED.
   - B. THE ESSENTIAL DIFFERENCE BETWEEN A LOOP AND A WHORL APPENDAGE IS THAT THE LOOP APPENDAGE MUST COME OFF THE RECURVE AT RIGHT ANGLES, WHORL APPENDAGE NOT NECESSARILY AT RIGHT ANGLES TO SPOIL A RECURVE.

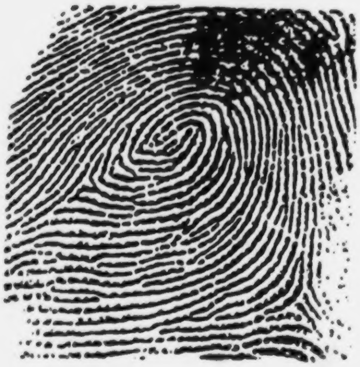


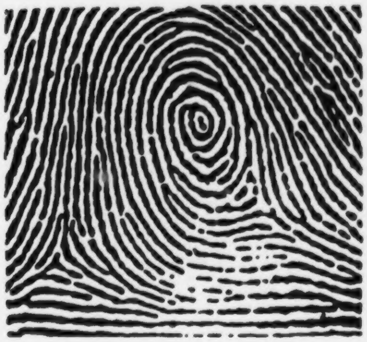
WHORLS
APPENDAGE RULE QUIZ

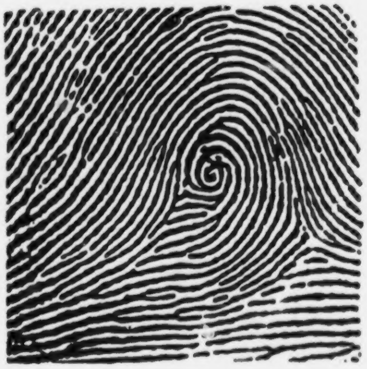


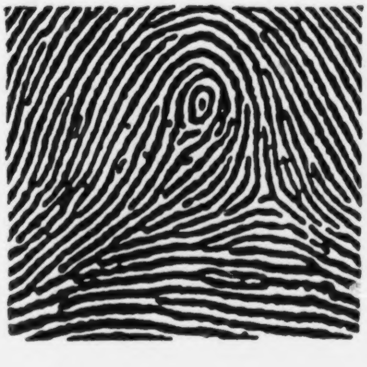
CENTRAL POCKET LOOP WHORLS

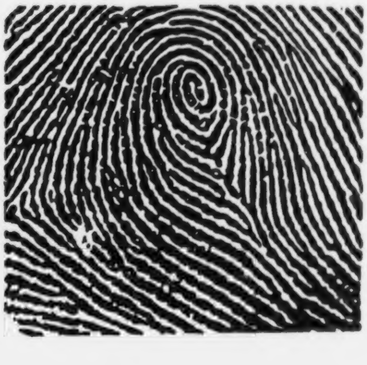












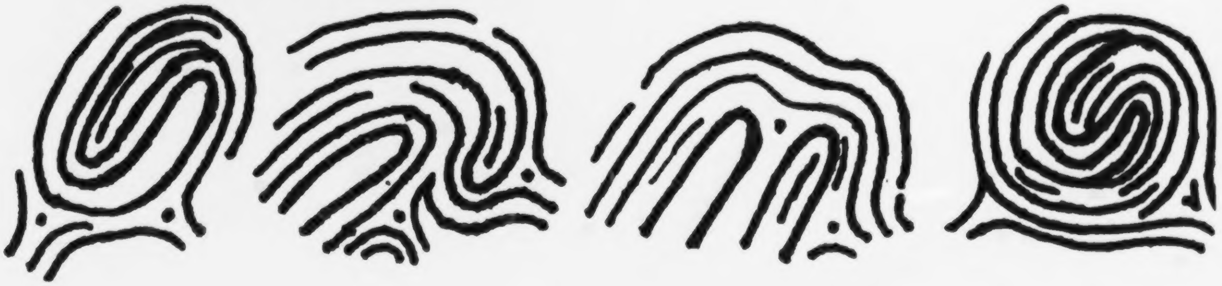
WHORL

3. DOUBLE LOOP WHORL:

A DOUBLE LOOP WHORL CONSISTS OF TWO SEPARATE LOOP FORMATIONS, WITH TWO SEPARATE AND DISTINCT SETS OF SHOULDERS AND TWO DELTAS.

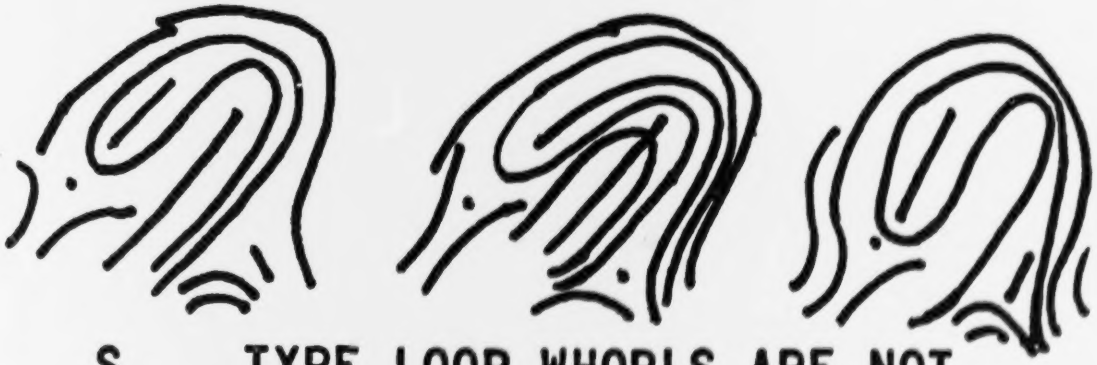
---REMEMBER---

A. TWO SEPARATE LOOP FORMATIONS.
B. TWO SEPARATE AND DISTINCT SETS OF SHOULDERS.
C. TWO DELTAS.

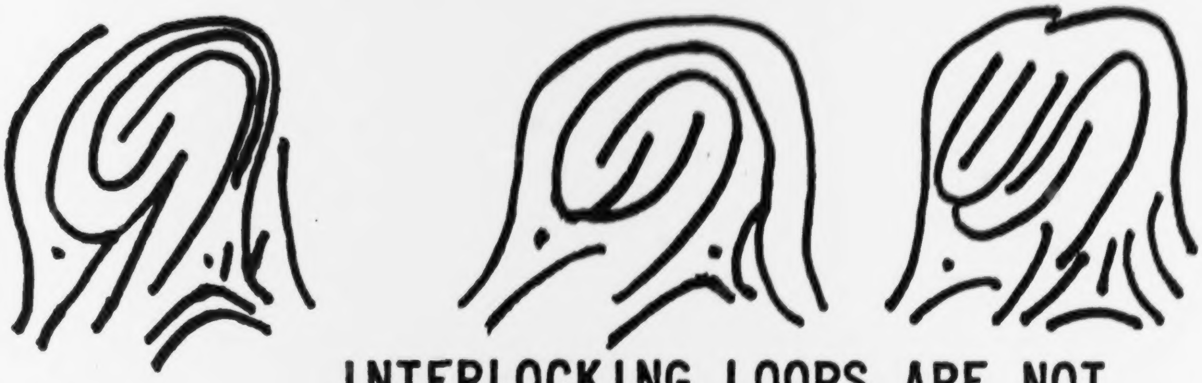


D. NO RIDGE COUNT IS NEEDED FOR LOOPS IN A DOUBLE LOOP WHORL.
E. THE APPENDAGE RULE FOR DOUBLE LOOPS IS THE SAME AS THAT FOR PLAIN LOOPS.
F. PLAIN LOOP APPENDAGE RULE---SUFFICIENT RECURVE CONSIST OF THE SPACE BETWEEN THE SHOULDERS OF A LOOP, FREE OF ANY APPENDAGES WHICH ABUT UPON IT AT A RIGHT ANGLE.

DOUBLE LOOP WHORL

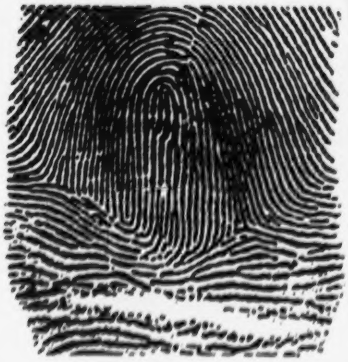


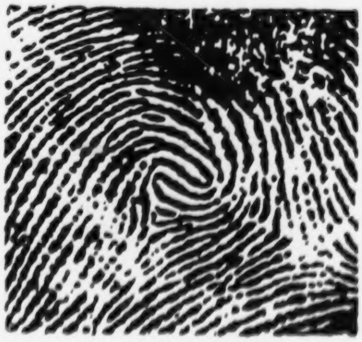
S TYPE LOOP WHORLS ARE NOT DOUBLE LOOP WHORLS

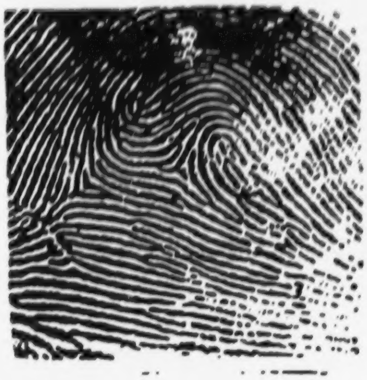


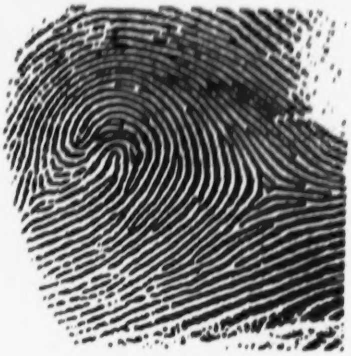
INTERLOCKING LOOPS ARE NOT DOUBLE LOOP WHORLS

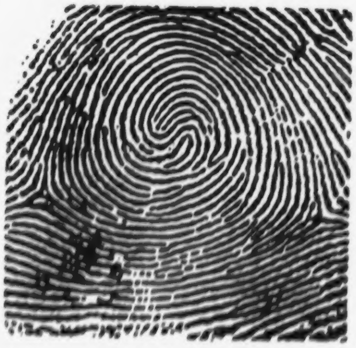
DOUBLE LOOP WHORLS

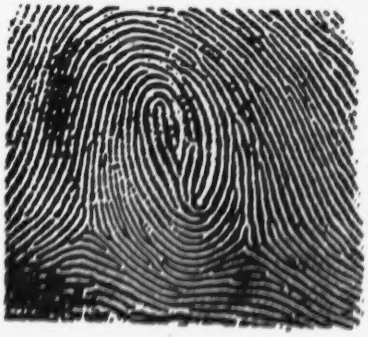










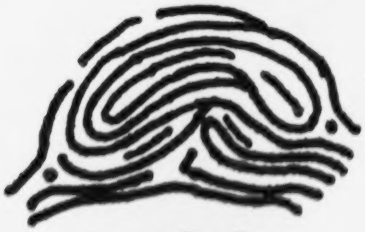


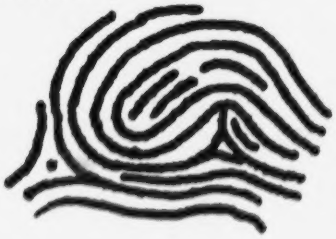
WHORL

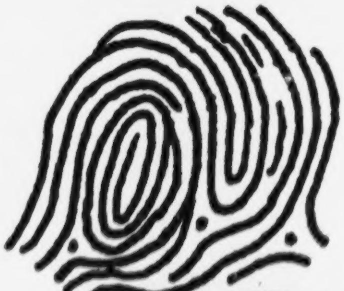
4. ACCIDENTAL WHORL:

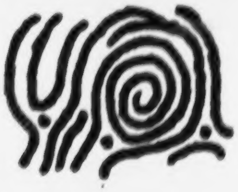
ACCIDENTAL CONSISTS OF A COMBINATION OF TWO DIFFERENT TYPES OF PATTERNS WITH THE EXCEPTION OF THE PLAIN ARCH, WITH TWO OR MORE DELTAS OR A PATTERN WHICH POSSESSES SOME OF THE REQUIREMENTS FOR TWO OR MORE DIFFERENT TYPES OR A PATTERN WHICH CONFORMS TO NONE OF THE DEFINITIONS.

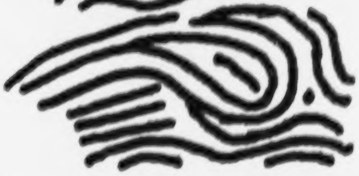
A. COMBINATION OF TWO DIFFERENT TYPES OF PATTERNS WITH THE EXCEPTION OF THE PLAIN ARCH.
B. TWO OR MORE DELTAS. THE ACCIDENTAL WHORL IS THE ONLY TYPE OF PATTERN WHICH MAY POSSESS MORE THAN TWO DELTAS.
C. PATTERNS POSSESSING SOME OF THE REQUIREMENTS OF TWO OR MORE DIFFERENT TYPES OF PATTERNS, WITH THE EXCEPTION OF THE PLAIN ARCH.
D. PATTERNS CONFORMING TO NONE OF THE DEFINITIONS.



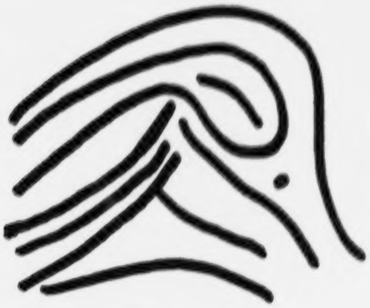




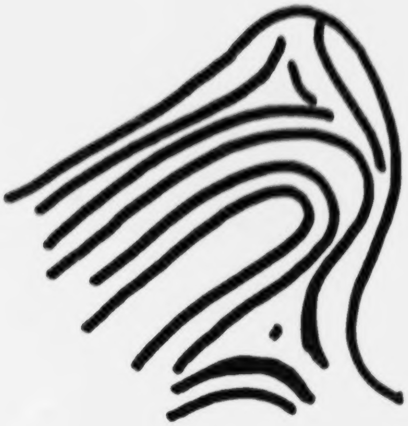




E. A COMBINATION OF A LOOP AND TENTED ARCH FORMATION MUST HAVE THE LOOP FORMATION APPEARING OVER THE TENTED ARCH. ANY LOOP AND TENTED ARCH FORMATION NOT IN THIS POSITION SHALL HAVE THE LOOP FORMATION AS THE PREFERRED PATTERN. THE OVERALL IMPRESSION WOULD THEN BE GIVEN THE CLASSIFICATION OF EITHER AN ULNAR OR RADIAL LOOP.

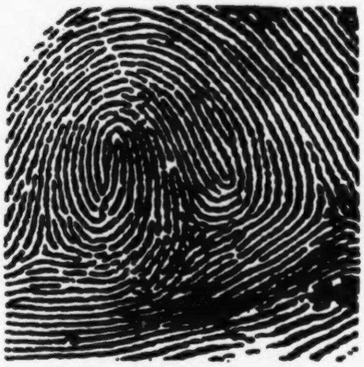


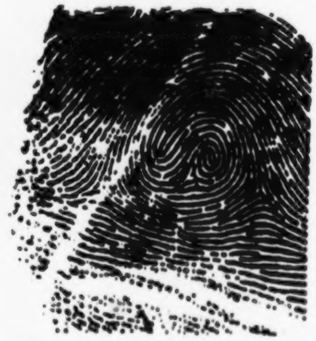
THIS

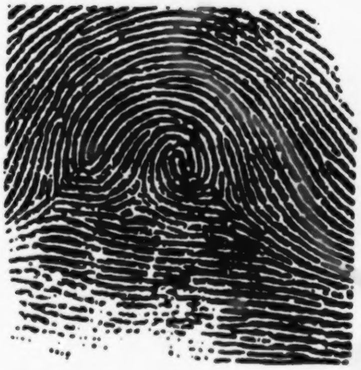


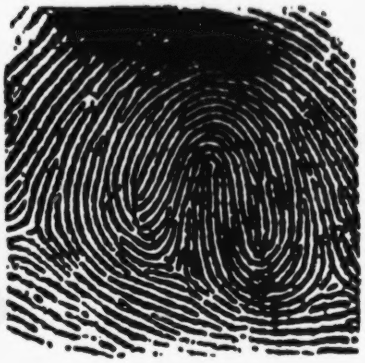
NOT THIS

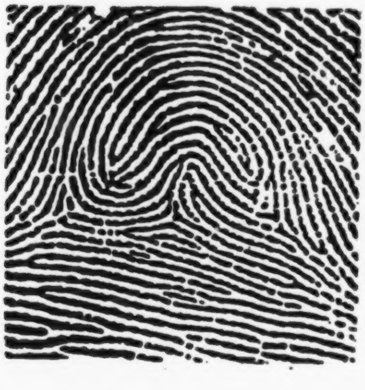
ACCIDENTAL WHORL

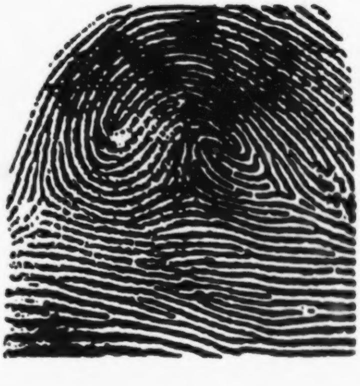








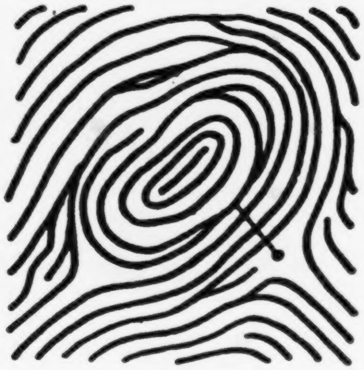




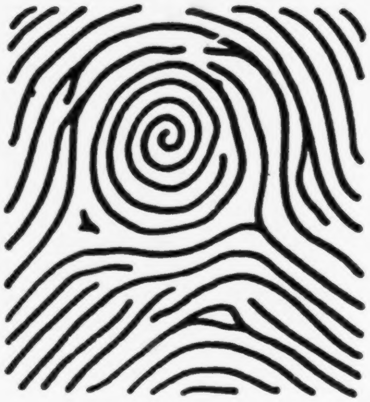
WHORL TRACINGS

1. TRACE FROM LEFT DELTA, TO A POINT OPPOSITE THE RIGHT DELTA.
2. TRACE FROM THE FARTHEST LEFT DELTA TO A POINT OPPOSITE THE FARTHEST RIGHT DELTA WHEN THERE ARE THREE OR MORE DELTAS PRESENT.
3. DROP DOWN AT ENDING RIDGES. FOLLOW THE LOWER FORK OF A BIFURCATION.
4. STOP AT A POINT OPPOSITE THE RIGHT DELTA AND COUNT RIDGES BETWEEN THAT POINT AND THE DELTA.
5. IF THERE ARE THREE OR MORE RIDGES INSIDE THE RIGHT DELTA, THE TRACING IS AN -I- INNER.
6. IF THERE ARE THREE OR MORE RIDGES OUTSIDE THE RIGHT DELTA, THE TRACING IS AN -O- OUTER.
7. IF THERE ARE ONE OR TWO RIDGES EITHER INSIDE OR OUTSIDE THE RIGHT DELTA, OR IF THE TRACING STOPS ON THE RIGHT DELTA ITSELF, THE TRACING IS AN -M- MEETING.
8. IT IS NOT NECESSARY TO COUNT MORE THAN THREE RIDGES.
9. DO NOT COUNT DELTA OR TRACING RIDGE. THE TRACING RIDGE IS THE RIDGE WHERE THE TRACING STOPPED OPPOSITE THE RIGHT DELTA

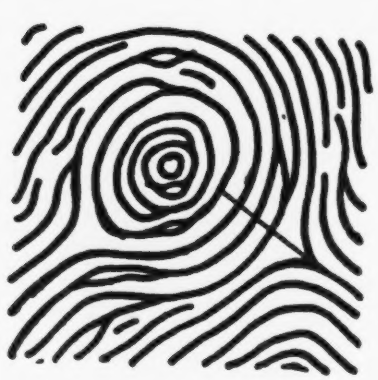
WHORL TRACINGS



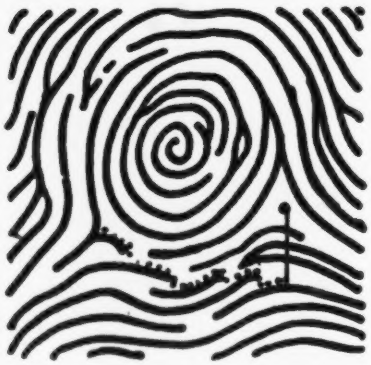
I



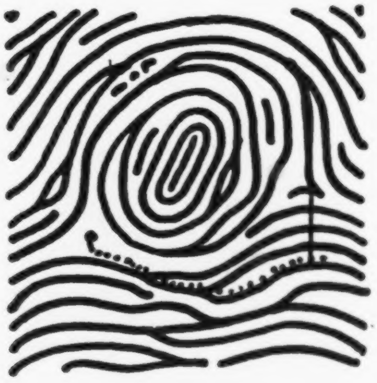
M



I



O



O

WHORL TRACINGS

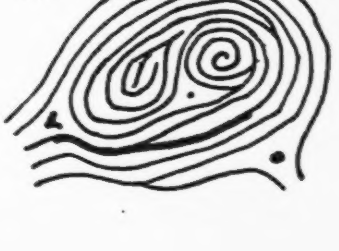
10. TRACING DOUBLE LOOPS:

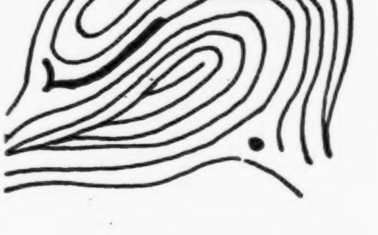
IN TRACING DOUBLE LOOPS OR ACCIDENTALS THE PROBLEM OF WHERE TO STOP TRACING IS SOMETIMES PRESENTED.

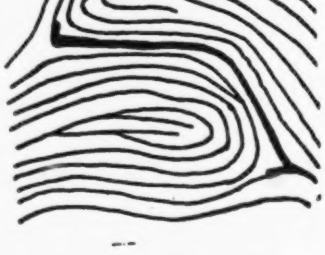
THE RULE IS, WHEN THE TRACING PASSES INSIDE OF THE RIGHT DELTA, STOP AT THE NEAREST POINT TO THE RIGHT DELTA ON THE UPWARD TREND AS IN FIGURE 2.

IF NO UPWARD TREND IS PRESENT, CONTINUE TRACING UNTIL A POINT OPPOSITE THE RIGHT DELTA, OR THE DELTA ITSELF, IS REACHED. FIGURE 3.

ACCIDENTALS OFTEN POSSESS THREE OR MORE DELTAS. IN TRACING THEM, ONLY THE EXTREME DELTAS ARE CONSIDERED, THE TRACING BEGINNING AT THE EXTREME LEFT DELTA AND PROCEEDING TOWARD THE EXTREME RIGHT DELTA, FIGURE 1.





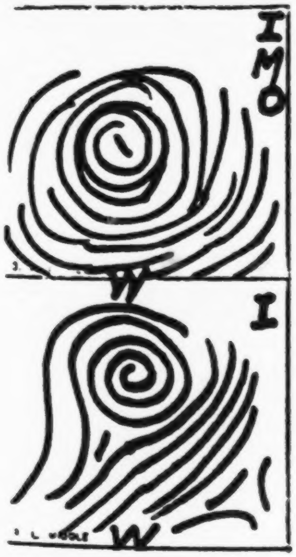


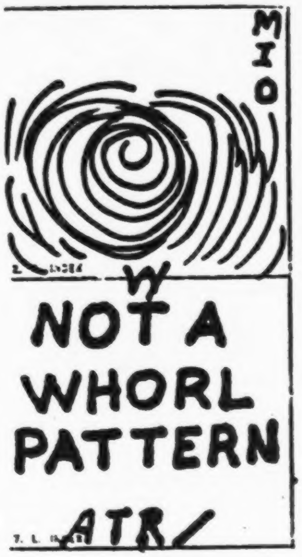
TRACING WHORLS--UNPRINTED DELTAS

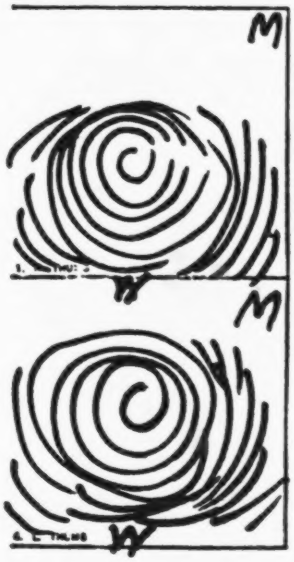
A WHORL-TYPE PATTERN WHICH HAS BEEN FULLY ROLLED FROM NAIL TO NAIL WITHOUT A DELTA BEING VISIBLE ON EITHER SIDE, WILL BE GIVEN THE TRACING OF THE OPPOSITE FINGER AND REFERENCED TO THE TWO OTHER TRACINGS. IF THE OPPOSITE PATTERN IS NOT A WHORL, THE WHORL-TYPE PATTERN WILL BE CLASSIFIED AS A MEET TRACING, AND REFERENCED TO AN INNER AND OUTER TRACING.

IF TWO WHORLS APPEAR OPPOSITE EACH OTHER AND NO DELTAS ARE VISIBLE, BOTH WHORLS WILL BE CLASSIFIED AS MEET TRACINGS.

WHEN A WHORL-TYPE PATTERN HAS ONLY ONE DELTA SHOWING, THE GENERAL CONTOUR OF THE PATTERN, AS WELL AS THE DELTA, MUST BE TAKEN INTO CONSIDERATION TO CLASSIFY IT PROPERLY.







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Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Name six divisions of the classification formula in the order of their appearance on the fingerprint card.
2. Identify the tasks involved in determining the value of these six divisions: key, major, primary, secondary, subsecondary, and final.
3. Determine and record the value of each classifiction division.
4. Determine and record the classification formula as it should appear on the fingerprint card.

Performance Objective

Given **two** sets of fingerprint cards produced for the performance test in the previous section, the student will record the classification formula in the correct places. You or your aide will evaluate your students' work using the performance checklist which is included in these materials. Students' performances should be rated "A" (acceptable) for **all** the tasks on **both** cards.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Point out that this is one way of doing a classification formula.
3. Emphasize the importance of accuracy in classifying fingerprints.
4. Make transparencies using the masters included in this Guide. You may want to make your own masters, too.
5. Allow students to refer to the conversion chart in the Student Guide for loop patterns for their review questions.
6. Ask students to record classification formulas on the five fingerprint cards they have prepared.
7. Check their work and identify any problem areas. Discuss their work.
8. Provide two fingerprint cards to each student for the posttest.

Supporting Activities

1. Invite a law enforcement officer in the identification section of your local law enforcement agency to give a lecture and demonstration.

2. Have students classify three fingerprint cards for the practice exercise and provide a key to all three cards. If students have difficulties, provide remedial instruction.

3. Assign students the appropriate section of The Science of Fingerprints: Classification and Uses for further study, if necessary.

Tools, Equipment, and Supplies

1. fingerprint cards which have been rated "A" on the performance checklist (VI: C-2)
2. magnifiers, if needed

1017

Pretest (VI: C-3)

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. List the six divisions of a classification formula in the order of their appearance on a fingerprint card.

____

____

____

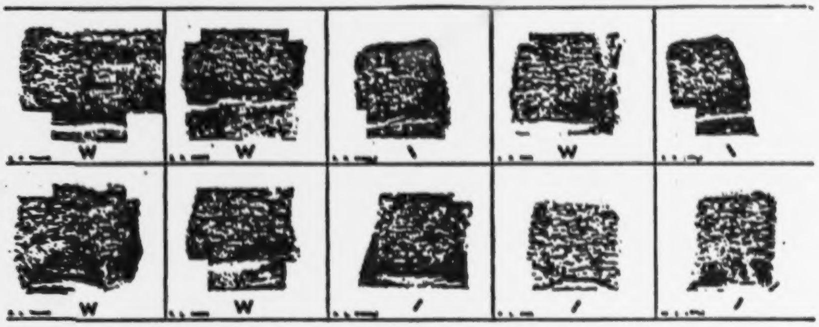
____

____

____

For each question that has the illustration of the fingerprint card, you should remember that the upper row is for the right fingers and the bottom row is for the left fingers. The sequence of the fingerprints on each row is thumb, index finger, middle finger, ring finger, and little finger.

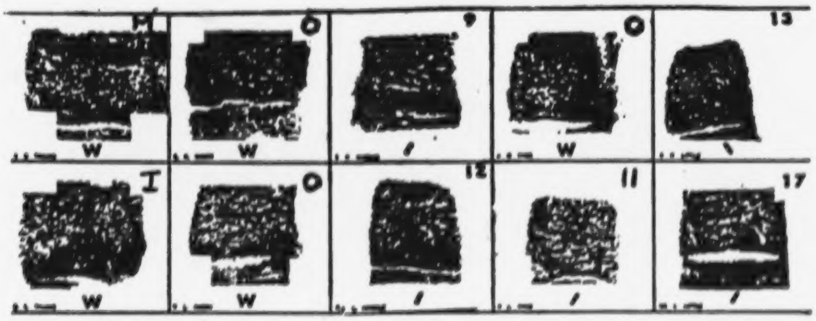
2. Which finger in the following fingerprint card would you use for the value of the key?



a. right thumb
b. right middle finger
c. left middle finger
d. left little finger

3. What is the value of the **key** for the following fingerprints?

____
Value



4. When determining the value of the numerator of the **primary** classification, you should add numerical values of the whorl patterns appearing in the:

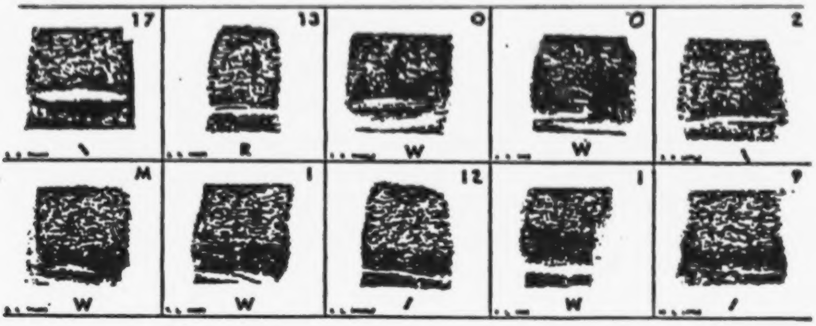
   a. even-numbered finger blocks.
   b. odd-numbered finger blocks.
   c. even-numbered finger blocks, plus one.
   d. odd-numbered finger blocks, plus one.

5. The **primary** classification involves only:

   a. whorls.
   b. loops.
   c. tented arches.
   d. plain arches.

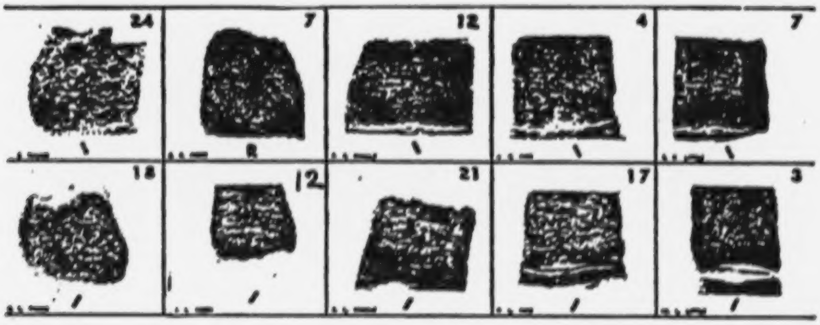
6. What is the value of the **primary** classification of the following fingerprint card?

____
Value



7. What is the value of the **primary** classification of the following fingerprint card?

Value



For questions 8-11, you may refer to the Conversion Table at the end of this test.

8. When determining the value of the **major** classification, which **three** of the following should you do?

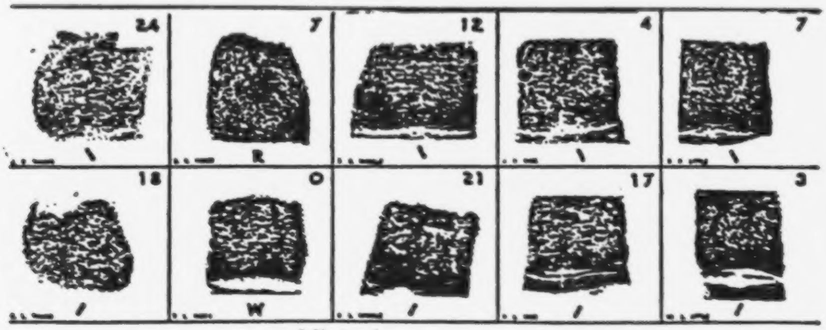
   a. See if both or either thumb is a whorl.
   b. See if both or either thumb is a loop.
   c. Use the symbols of whorl tracings for the whorl pattern.
   d. Use the number of ridge counts for the loop pattern.

9. When the right thumb is a tented arch pattern and the left thumb is a radial loop, what should be the value of the **major** classification?

   a. nothing (leave the space blank)
   b. ridge counts of the left thumb
   c. ridge counts converted from number to a letter symbol (**S**, **M**, or **L**)
   d. t for numerator and r for denominator

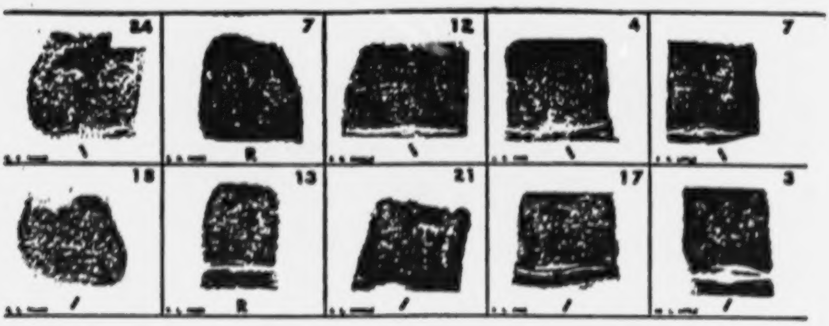
10. What is the value of the **major** classification of the following fingerprint card?

Value



11. What is the value of the **major** classification of the following fingerprint card?

Value



12. The **final** division of classification involves only:

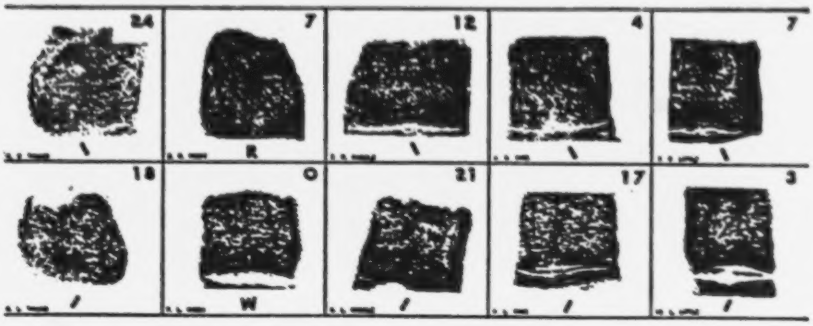
a. the thumbs.
b. the index finger.
c. the middle three fingers.
d. the little fingers.

13. What type of fingerprint pattern does the **final** division involve?

a. loop patterns only
b. whorl patterns only
c. either loop or whorl patterns
d. neither loop or whorl patterns

14. What is the value of the **final** on the fingerprint card shown below?

Value



15. Which fingers are involved in the **secondary** classification?

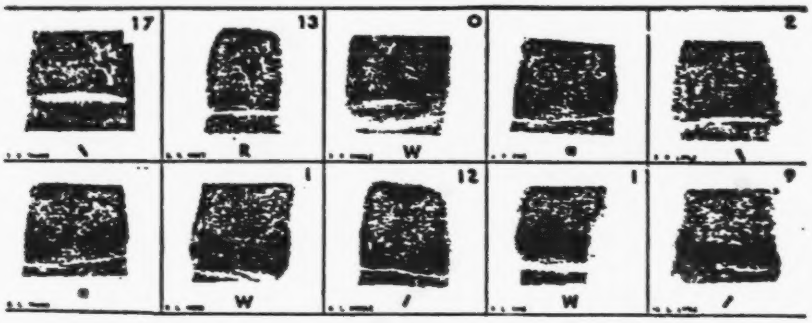
a. thumbs only
b. middle three fingers only
c. little fingers only
d. all fingers

16. Which of the following is used to determine the value for the denominator of the **secondary** classification?

a. odd-numbered finger blocks
b. even-numbered finger blocks
c. right fingerprints
d. left fingerprints

17. What is the value of the **secondary** classification of the following fingerprints?

Value



For questions 18–20, you may refer to the Conversion Table at the end of this test.

18. Which fingers are involved in the **subsecondary** classification?

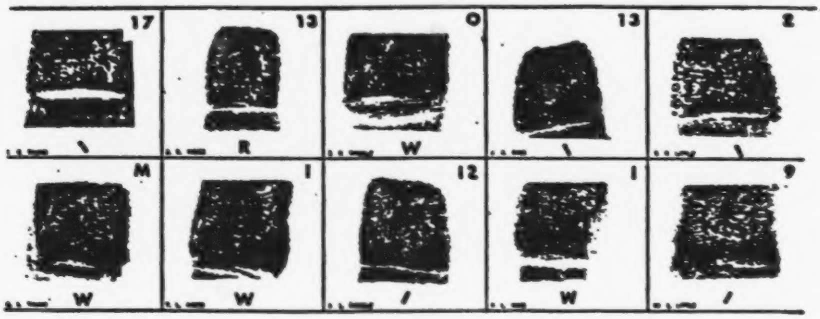
a. thumbs only
b. three middle fingers only
c. little fingers only
d. all fingers

19. Which types of fingerprint patterns should you use for the **subsecondary** classification?

a. all types of patterns: loop, whorl, tented arch, and plain arch
b. only tented arch and plain arch
c. only whorl patterns
d. only loop and whorl patterns

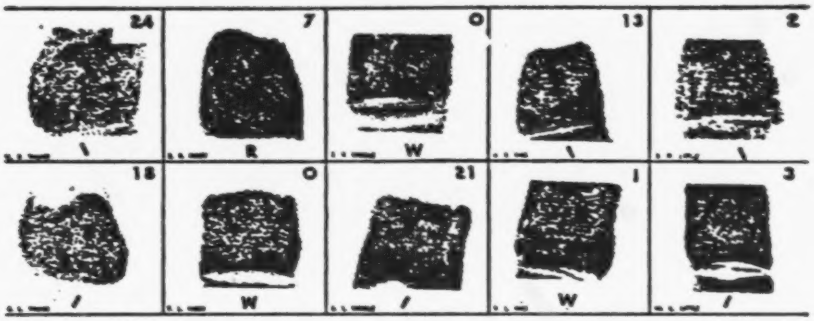
20. What is the value of the **subsecondary** classification for the following fingerprints?

____
Value


17
\
13
R
0
W
13
\
2
\
M
W
1
W
12
/
1
W
9
/

21. Write the classification formula for the following fingerprint card.

Formula: ______________________________


24
\
7
R
0
W
13
\
2
\
18
/
0
W
21
/
1
W
3
/

CONVERSION TABLE

Major Classification

A. If both thumbs are loops:

(1) Right thumb symbols

- When left thumb ridge count is **16 or less**, use these divisions for right thumb ridge counts:

  1 - 11...............**S**
  12 - 16............ **M**
  17 and over........ **L**

- When left thumb ridge count is **17 and over**, use these divisions for right thumb ridge counts:

  1 - 17...............**S**
  18 - 22............ **M**
  23 and over........ **L**

(2) Left thumb symbols

For left thumb ridge counts, use these divisions:

1 - 11...............**S**
12 - 16............ **M**
17 and over........ **L**

B. If one thumb is a loop and another thumb is a whorl:

1 - 11...............**S**
12 - 16............ **M**
17 and over........ **L**

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Subsecondary Classification

Ridge Count for Each Finger	Symbol
(1) Index fingers:	
ridge counts 1 - 9	I
10 or more	O
(2) Middle fingers:	
ridge counts 1 - 10	I
10 or more	O
(3) Ring fingers:	
ridge counts 1 - 13	I
14 or more	O

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: C-3).

Answers to Pretest (VI: C-3)

1. key, major, primary, secondary, subsecondary, and final classification

2. b

3. 9

4. c

5. a

6. $\frac{13}{12}$

7. $\frac{1}{1}$

8. a, b, c

9. a

10. $\frac{S}{O}$

11. $\frac{S}{M}$

12. d

13. c

14. 7

15. d

16. d

17. $\frac{R\text{-}a}{aW}$

18. b

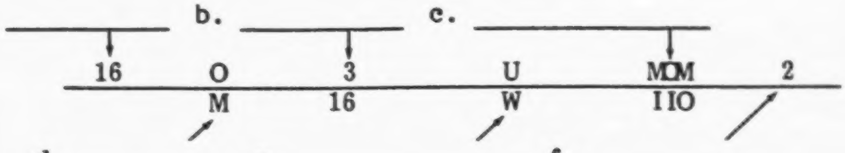
19. d

20. $\frac{OOI}{IOI}$

21. $\begin{array}{cccccc} 24 & S & 1 & R & IOI & 2 \\ \hline & O & 12 & W & OOI & \end{array}$

1. A complete classification formula is given below. Fill in the blanks to label each division of the formula indicated by the arrows.

a. __________ b. __________ c. ______________



d. __________ e. ______________ f. ______________

For questions 2-5, you may refer to the Conversion Table at the end of this test.

2. Which fingers are involved in the **major** classification?

   a. thumbs only
   b. index fingers only
   c. little fingers only
   d. three middle fingers of each hand only

3. Which types of patterns are involved in the **major** classification?

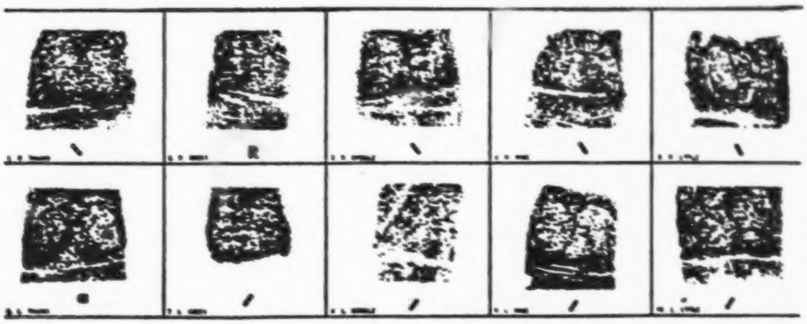
   a. all types of patterns: plain arch, tented arch, loops, and whorls
   b. loops and whorls only
   c. tented arch and plain arches only
   d. whorls only

4. The symbols for **major** classification are made up of:

   a. letter symbols only.
   b. numerical symbols only.
   c. both letter and numerical symbols.
   d. neither letter nor numerical symbols.

5. What is the value of the **major** classification of the following fingerprints?

____
Value



6. Which fingers are involved in the **secondary** classification?

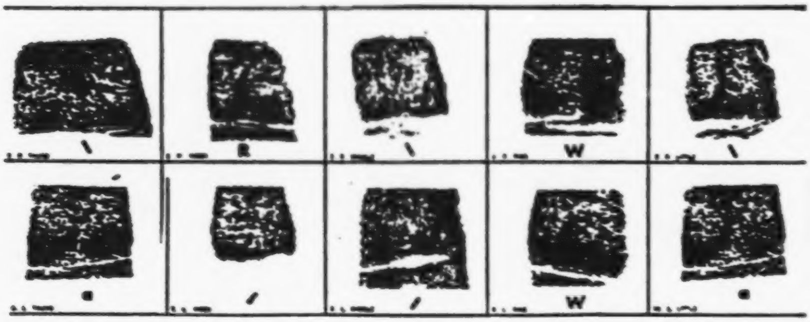
   a. all fingers
   b. thumbs only
   c. index fingers only
   d. little fingers only

7. What would you use for the numerator of the **secondary** classification?

   a. left fingerprints
   b. right fingerprints
   c. odd-numbered finger blocks
   d. even-numbered finger blocks

8. What is the value of the **secondary** classification of the following fingerprints?

   ____
   Value



9. The **primary** classification involves only:

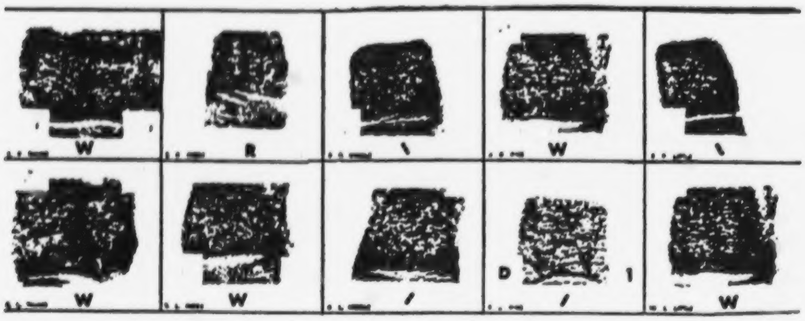
   a. loop patterns.
   b. whorl patterns.
   c. plain arch patterns.
   d. tented arch patterns.

10. The numerator and denominator of the **primary** classification are determined by:

   a. right and left fingers only.
   b. even- and odd-numbered finger blocks only.
   c. either **a** or **b** above.
   d. neither **a** nor **b** above.

11. What is the value of the **primary** classification of the following fingerprints?

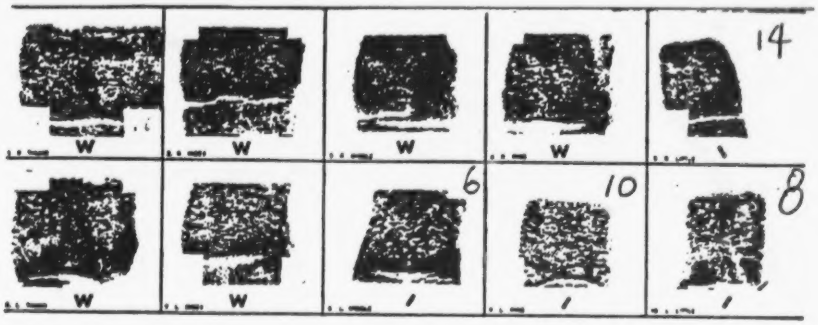
____
Value



12. The value of the **key** is designated by:

    a. letter symbols only.
    b. numbers only.
    c. either letter symbols or numbers.
    d. neither letter symbols nor numbers.

13. Which fingerprint on the following fingerprint card will you use for the classification of the **key**?



    a. right thumb
    b. right little finger
    c. left index
    d. left middle finger

14. What is the value of the **key** for the fingerprint card shown in question 13?

____
Value

For questions 15-17 you may refer to the Conversion Table at the end of this test.

15. The **subsecondary** classification involves:

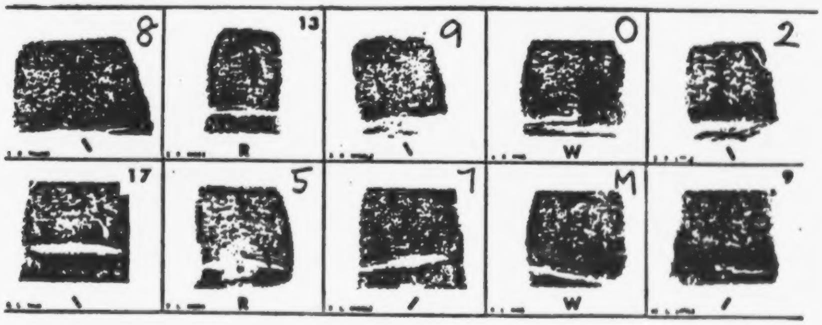
    a. thumbs only.
    b. the middle three fingers of each hand.
    c. little fingers only.
    d. all fingers.

16. The **subsecondary** classification involves:

    a. loop and whorl patterns.
    b. tented arch and plain arch.
    c. ulnar loops and plain arch.
    d. both double loop whorl and central pocket whorl.

17. What is the value of the **subsecondary** classification of the following fingerprints?

    ____
    Value



18. The **final** classification involves:

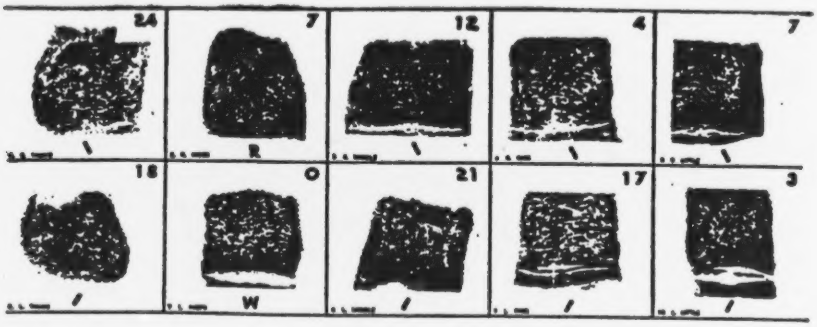
    a. thumbs only.
    b. little fingers only.
    c. the middle three fingers.
    d. index fingers only.

19. The **final** classification involves which **two** of the following?

    a. loop patterns
    b. arch patterns
    c. whorl patterns
    d. all types of patterns

20. What is the value of the **final** for the following fingerprints?

Value


24
7
12
4
7
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R
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18
0
21
17
3
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W
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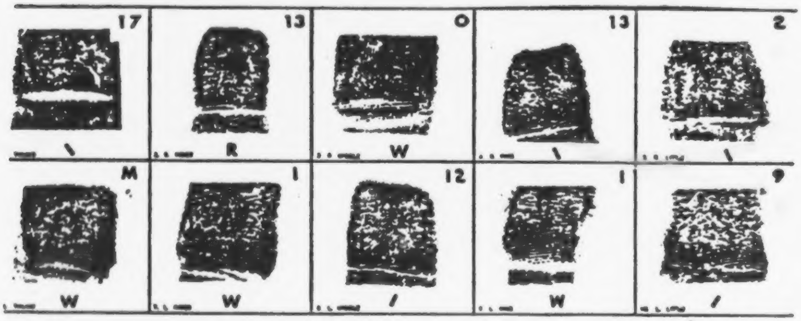
/
/

21. Write the entire classification formula for the following fingerprints on the line below.


17
13
0
13
2
\
R
W
\
\
M
1
12
1
9
W
W
/
W
/

CONVERSION TABLE

Major Classification

A. If both thumbs are loops:

(1) Right thumb symbols

- When left thumb ridge count is **16 or less**, use these divisions for right thumb ridge counts:

1 - 11..............S
12 - 16............ M
17 and over........ L

- When left thumb ridge count is **17 and over**, use these divisions for right thumb ridge counts:

1 - 17..............S
18 - 22............ M
23 and over........ L

(2) Left thumb symbols

For left thumb ridge counts, use these divisions:

1 - 11..............S
12 - 16............ M
17 and over........ L

B. If one thumb is a loop and another thumb is a whorl:

1 - 11..............S
12 - 16............ M
17 and over........ L

Subsecondary Classification

Ridge Count for Each Finger	Symbol
(1) Index fingers:	
ridge counts 1 - 9	I
10 or more	O
(2) Middle fingers:	
ridge counts 1 - 10	I
10 or more	O
(3) Ring fingers:	
ridge counts 1 - 13	I
14 or more	O

Give the completed test to your instructor. Then ask him/her whether you are to take the performance test.

Answers to Posttest (VI: C-3)

1. a. key
   b. primary
   c. subsecondary
   d. major
   e. secondary
   f. final

2. a

3. b

4. a

5. nothing

6. a

7. b

8. $\frac{\mathrm{R}}{\mathrm{aU\text{-}a}}$

9. b

10. b

11. $\frac{14}{19}$

12. b

13. d

14. 12

15. b

16. a

17. $\frac{\mathrm{OIO}}{\mathrm{IIM}}$

18. b

19. a, c

20. 7

21. $$\begin{array}{cccccc} 17 & \mathrm{M} & 5 & \mathrm{R} & \mathrm{OOI} & 2 \\ \hline & \mathrm{I} & 12 & \mathrm{W} & \mathrm{IOI} & \end{array}$$

Performance Checklist
VI: C-3 Recording Classification Formulas **FIRST CARD**

Student's Name: ______________________________

Evaluator: ____________________ Date: ______________

Tasks	Evaluator's Rating A*	 NA**	 Comments
1. Record the six divisions in the correct sequence.	___	___	______________
2. Record the key classification in the numerator (numerical symbol).	___	___	______________
3. Record the major, secondary, and subsecondary classifications for both numerator and denominator, or leave a space blank if there was no fingerprint relevant to that particular division for the classification.	___	___	______________
4. Record the final classification in the numerator (numerical symbol).	___	___	______________
5. Complete the tasks in an acceptable amount of time.	___	___	______________

*A: Acceptable
**NA: Not Acceptable

Performance Checklist
VI: C-3 Recording Classification Formulas **SECOND CARD**

Student's Name: ______________________________

Evaluator: ______________________ Date: ______________

Tasks	Evaluator's Rating A*	NA**	Comments
1. Record the six divisions in the correct sequence.	____	____	______________
2. Record the key classification in the numerator (numerical symbol).	____	____	______________
3. Record the major, secondary, and subsecondary classifications for both numerator and denominator, or leave a space blank if there was no fingerprint relevant to that particular division for the classification.	____	____	______________
4. Record the final classification in the numerator (numerical symbol).	____	____	______________
5. Complete the tasks in an acceptable amount of time.	____	____	______________

*A: Acceptable
**NA: Not Acceptable

Transparency Masters for Classification Formulas

Source: From Fingerprint Training Manual. Washington: Federal Bureau of Investigation, Identification Division, Technical Section, U.S. Department of Justice, 1984.

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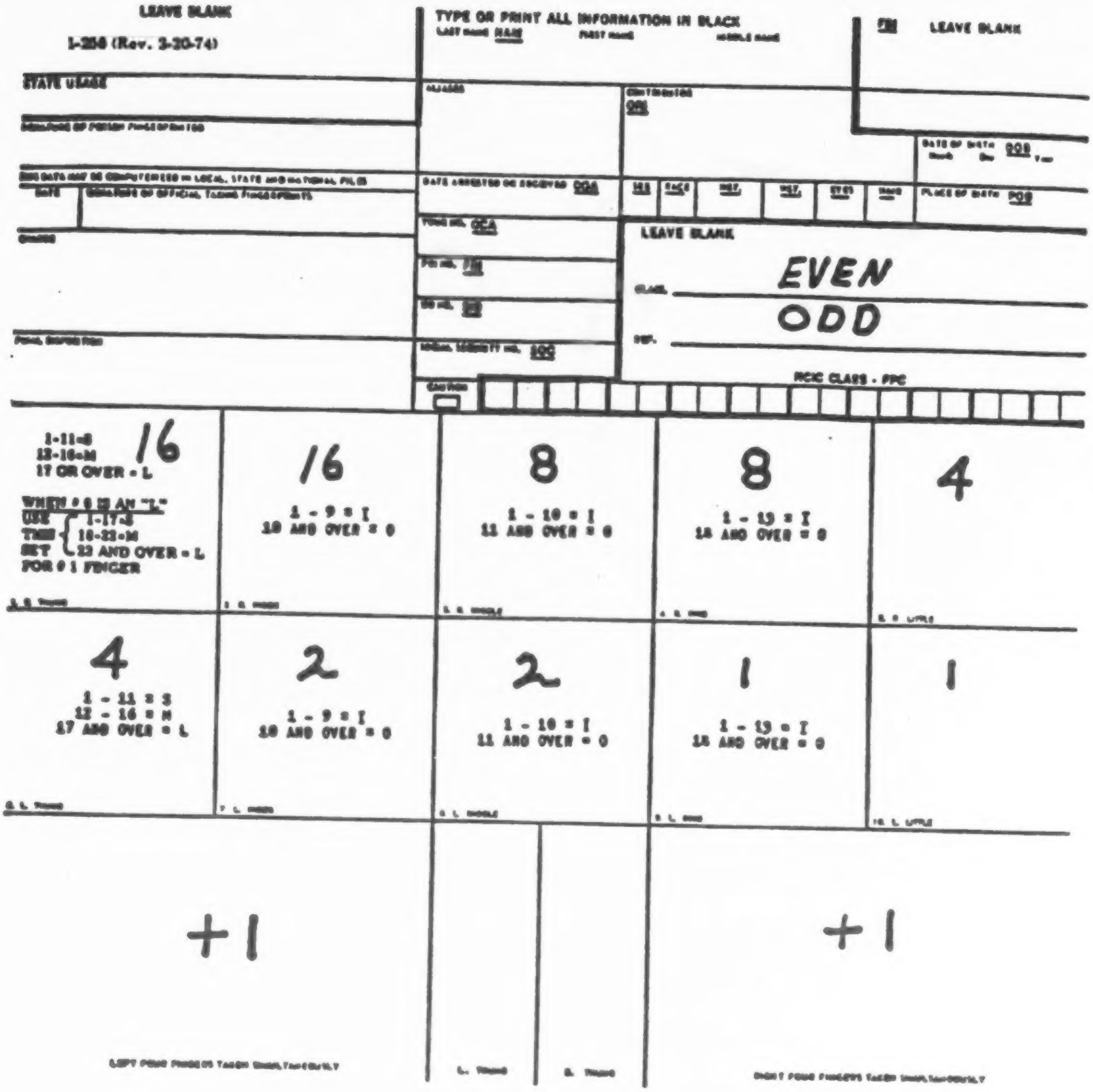

LEAVE BLANK

1-258 (Rev. 3-20-74)

TYPE OR PRINT ALL INFORMATION IN BLACK

LAST NAME NAM FIRST NAME MIDDLE NAME

FBI LEAVE BLANK

STATE USAGE

SIGNATURE OF PERSON FINGERPRINTED

ALIASES

CONTRIBUTOR ORI

DATE OF BIRTH DOB Month Day Year

THIS DATA MAY BE COMPUTERIZED IN LOCAL, STATE AND NATIONAL FILES

DATE SIGNATURE OF OFFICIAL TAKING FINGERPRINTS

DATE ARRESTED OR RECEIVED DOA

SEX RACE HGT. WGT. EYES HAIR

PLACE OF BIRTH POB

CHARGE

YOUR NO. OCA

FBI NO. FBI

SID NO. SID

LEAVE BLANK

CLASS. EVEN

REF. ODD

FINAL DISPOSITION

SOCIAL SECURITY NO. SOC

CAUTION

NCIC CLASS - FPC

16 1-11=S 12-16=M 17 OR OVER = L WHEN # 6 IS AN "L" USE THIS SET 1-17=S 18-22=M 23 AND OVER = L FOR # 1 FINGER 1. R. THUMB	16 1 - 9 = I 10 AND OVER = O 2. R. INDEX	8 1 - 10 = I 11 AND OVER = O 3. R. MIDDLE	8 1 - 13 = I 14 AND OVER = O 4. R. RING	4 5. R. LITTLE
4 1 - 11 = S 12 - 16 = M 17 AND OVER = L 6. L. THUMB	2 1 - 9 = I 10 AND OVER = O 7. L. INDEX	2 1 - 10 = I 11 AND OVER = O 8. L. MIDDLE	1 1 - 13 = I 14 AND OVER = O 9. L. RING	1 10. L. LITTLE

+1 LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY	L. THUMB	R. THUMB	+1 RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY

PRIMARY - THE PRIMARY CLASSIFICATION IS OBTAINED THROUGH THE SUMMATION OF THE VALUE OF THE WHORL TYPE PATTERNS AS THEY APPEAR IN THE VARIOUS FINGERS: NUMBERS 2, 4, 6, 8, 10, (EVEN FINGERS), BEING USED AS THE NUMERATOR, AND NUMBERS 1, 3, 5, 7, 9, (ODD FINGERS), AS THE DENOMINATOR.

SECONDARY THE SECONDARY CLASSIFICATION IS THE TYPE OF PATTERN APPEARING IN THE INDEX FINGERS.

SMALL LETTER GROUP - PRINTS IN WHICH AN ARCH OR TENTED ARCH APPEAR IN ANY FINGER, OR WITH A RADIAL LOOP IN OTHER THAN THE INDEX FINGERS, CONSTITUTE THE SMALL LETTER GROUP. AN ARCH, TENTED ARCH, OR RADIAL LOOP APPEARING IN ANY FINGER IS CARRIED INTO THE CLASSIFICATION FORMULA AS A, T, OR R, - AND IN ITS RESPECTIVE RELATIVE POSITION. THE APPEARANCE OF AN ARCH, TENTED ARCH, OR RADIAL LOOP IN OTHER THAN THE INDEX FINGERS AND THUMBS ELIMINATES THE SUB-SECONDARY CLASSIFICATION.

SUB-SECONDARY - THE SUB-SECONDARY CLASSIFICATION IS THE VALUE OF THE RIDGE COUNTS OR THE TRACINGS OF NUMBERS 2, 3, 4, 7, 8, 9.

MAJOR - THE MAJOR CLASSIFICATION IS THE VALUE OF THE RIDGE COUNTS OR THE TRACINGS OF NUMBERS 1, 6, (THUMBS).

FINAL - THE FINAL IS THE RIDGE COUNT OF THE RIGHT LITTLE FINGER, IF A LOOP. IF NOT A LOOP, THE LEFT LITTLE FINGER IS USED. IF NEITHER IS A LOOP, NO FINAL IS USED.

KEY - THE KEY IS THE RIDGE COUNT OF THE FIRST LOOP APPEARING IN OTHER THAN THE LITTLE FINGERS. IF NONE APPEAR, NO KEY IS USED.

RIDGE COUNTING - IN LOOPS, ALL THE RIDGES INTERVENING BETWEEN THE DELTA AND THE CORE THAT CROSS OR TOUCH A LINE FROM DELTA TO CORE, ARE COUNTED. NEITHER DELTA NOR CORE IS COUNTED. NO RIDGE IS COUNTED TWICE. DOTS AND FRAGMENTS ARE COUNTED IF THEY ARE AS THICK AND HEAVY AS THE OTHER RIDGES.

WHORL TRACING - WHORLS ARE TRACED FROM THE EXTREME LEFT DELTA TO THE EXTREME RIGHT DELTA, DROPPING DOWN AT BIFURCATIONS OR DEFINITE BREAKS IN THE RIDGE. AT THE NEAREST POINT TO THE RIGHT DELTA, THE RIDGES INTERVENING BETWEEN THE TRACING LINE AND THE DELTA ARE COUNTED. IF THERE ARE THREE OR MORE ON THE INSIDE, IT IS AN INNER, (I). IF THREE OR MORE OUTSIDE, IT IS AN OUTER, (O). ALL OTHERS ARE MEET, (M). NEITHER TRACING LINE NOR DELTA IS COUNTED.

Key	Major	Primary	Secondary	Sub-Secondary	Final
16	M	9	R	IIO	15
	M	2	U	OOI	

Key	Major	Primary	Secondary	Small Letter Group	Final
19	L	5	R	r	9
	M	3	W	at	

CLASSIFICATION FORMULA

I. PRIMARY

A. FOR THE PURPOSE OF OBTAINING THE PRIMARY CLASSIFICATION, DEFINITE NUMERICAL VALUES ARE ASSIGNED TO EACH OF THE TEN FINGER BLOCKS.

B. WHENEVER A WHORL APPEARS, IT ASSUMES THE VALUE OF THAT FINGER BLOCK. ALL OTHER PATTERNS OTHER THAN WHORLS ARE DISREGARDED IN COMPUTING THE PRIMARY.

C. THE NUMERATOR IS THE TOTAL SUM OF THE NUMERICAL VALUES OF THE WHORL TYPE PATTERNS, APPEARING IN THE EVEN FINGERS, 2,4,6,8,10, PLUS ONE. PLACE THIS NUMERATOR ABOVE THE CLASSIFICATION LINE.

D. THE DENOMINATOR IS THE TOTAL SUM OF THE NUMERICAL VALUES OF THE WHORL TYPE PATTERNS, APPEARING IN THE ODD FINGERS 1,3,5,7,9, PLUS ONE. PLACE THIS DENOMINATOR BELOW THE CLASSIFICATION LINE.

E. THE ARBITRARY ONE IS ADDED TO THE NUMERATOR AND DENOMINATOR.

CLASSIFICATION FORMULA

--NOTE--

AFTER THE PRIMARY IS OBTAINED, THE REMAINING PORTION OF THE CLASSIFICATION FORMULA IS ARRANGED AS THE IMPRESSIONS APPEAR IN THE RIGHT HAND FOR THE NUMERATOR AND THE IMPRESSIONS APPEARING IN THE LEFT HAND FOR THE DENOMINATOR.

II. SECONDARY

A. THE SECONDARY IS OBTAINED FROM THE PATTERN TYPES PRESENT IN THE INDEX FINGERS.
B. NUMBER TWO FINGER IS THE NUMERATOR.
C. NUMBER SEVEN FINGER IS THE DENOMINATOR.
D. THE SECONDARY IS BROUGHT UP ON THE CLASSIFICATION LINE TO THE RIGHT OF THE PRIMARY.
E. AN ULNAR LOOP IN THE SECONDARY IS BROUGHT UP AS A CAPITAL U.

REMEMBER:

PLACE THE NUMERATOR ABOVE THE CLASSIFICATION LINE.

PLACE THE DENOMINATOR BELOW THE CLASSIFICATION LINE.

CLASSIFICATION FORMULA

III. SMALL LETTERS

A. SMALL LETTERS CONSIST OF
CAPITAL "A" SMALL "a"
CAPITAL "T" SMALL "t" OR
SMALL "r" ONLY.

B. SMALL LETTERS ARE BROUGHT UP ON THE CLASSIFICATION LINE IN THEIR RELATIVE POSITIONS TO THE INDEX FINGERS.

C. ALL SMALL LETTERS MUST BE INDICATED IN THE CLASSIFICATION FORMULA.

D. DASHES ARE USED IN THE FORMULA TO INDICATE AN ULNAR LOOP OR A WHORL INTERVENING BETWEEN THE INDEX FINGER AND THE FIRST SMALL LETTER, OR BETWEEN TWO SMALL LETTERS.

E. CONSECUTIVE SMALL LETTERS ARE INDICATED: 2a, 2t, 3a, etc.

REMEMBER:

AFTER BRINGING UP THE SECONDARY--- LOOK FOR ANY SMALL LETTERS (a,t,r) ON EITHER SIDE OF FINGERS TWO AND SEVEN. BRING UP ON THE CLASSIFICATION LINE IN THE SAME RELATIVE POSITION TO THE INDEX FINGERS, USING DASHES IF NECESSARY. DASHES WILL ONLY APPEAR ON THE RIGHT SIDE OF THE SECONDARY IN THE CLASSIFICATION FORMULA.

CLASSIFICATION FORMULA

IV. SUBSECONDARY

- A. THE SUBSECONDARY IS TAKEN FROM FINGERS 2-3-4, NUMERATOR, AND 7-8-9, DENOMINATOR.
- B. THE SUBSECONDARY IS BROUGHT UP ON THE CLASSIFICATION LINE TO THE RIGHT OF THE SECONDARY.
- C. DEFINITE VALUES ARE ASSIGNED TO THE RIDGE COUNTS IN THESE FINGERS.
- D. USE ROMAN NUMERALS, I.E. I II, III
- E. WHORL TRACINGS ARE BROUGHT UP AS PART OF THE SUBSECONDARY.
- F. A SMALL LETTER TO THE RIGHT OF THE INDEX FINGERS ELIMINATES THE SUBSECONDARY WITH THE EXCEPTION OF SOME LARGE SEARCHES WHERE IT IS USED AS A SUPER EXTENSION.

CLASSIFICATION FORMULA

V. MAJOR

A. THE MAJOR IS TAKEN FROM THE THUMBS.

B. THE MAJOR IS BROUGHT UP ON THE CLASSIFICATION LINE TO THE LEFT OF THE PRIMARY.

C. NUMBER ONE FINGER HAS TWO SETS OF VALUES AS A LOOP AND IS USED AS THE NUMERATOR.

D. NUMBER SIX FINGER HAS ONE SET OF VALUES AS A LOOP AND REMAINS CONSTANT. NUMBER SIX IS USED AS THE DENOMINATOR.

E. IN A COMBINATION OF LOOP AND WHORL WHEN NUMBER SIX FINGER IS A WHORL AND NUMBER ONE FINGER IS A LOOP, USE THE TRACING OF NUMBER SIX FOR THE DENOMINATOR AND THE FIRST SET OF VALUES IN NUMBER ONE TO DETERMINE THE NUMERATOR.

F. IF WHORLS ARE PRESENT IN BOTH THUMBS, THE TRACINGS ARE USED.

G. A SMALL LETTER (a, t, r) IN EITHER OR BOTH THUMBS ELIMINATES THE MAJOR.

REMEMBER:

DETERMINE THE VALUE OF NUMBER SIX FINGER FIRST. IF NUMBER SIX HAS A RIDGE COUNT OF 17 OR MORE, USE THE SECOND SET OF VALUES FOR NUMBER ONE FINGER.

CLASSIFICATION FORMULA

VI. FINAL

A. THE FINAL IS BROUGHT UP TO THE RIGHT OF THE SUBSECONDARY.

B. THE FINAL IS TAKEN FROM NUMBER FIVE FINGER IF NUMBER FIVE IS A LOOP, EITHER ULNAR OR RADIAL. IF NUMBER FIVE IS NOT A LOOP, THE FINAL IS TAKEN FROM THE LOOP IN NUMBER TEN FINGER. IF NEITHER FIVE NOR TEN IS A LOOP, THERE IS NO FINAL. WITH SOME EXCEPTIONS.

C. IF THE FINAL IS TAKEN FROM THE NUMBER FIVE FINGER, IT IS PLACED ABOVE THE CLASSIFICATION LINE. IF THE FINAL IS TAKEN FROM THE NUMBER TEN FINGER, IT IS PLACED BELOW THE CLASSIFICATION LINE.

D. IF ALL TEN FINGERS ARE WHORLS, NUMBER FIVE FINGER IS COUNTED AND BROUGHT UP AS A FINAL. WHORLS ARE COUNTED AS IF ULNAR LOOPS. A WHORL IN THE RIGHT HAND IS COUNTED FROM LEFT DELTA TO CORE. IN THE LEFT HAND, COUNT FROM RIGHT DELTA TO CORE. HORTIZONTAL DOUBLE LOOPS ARE COUNTED FROM THE DELTA TO THE NEAREST CORE.

CLASSIFICATION FORMULA

VI. FINAL CONTINUED

A VERTICAL DOUBLE LOOP IS COUNTED FROM THE LEFT DELTA TO THE UPRIGHT LOOP. IF THERE ARE TWO OR MORE CORES, USUALLY APPLIES TO ACCIDENTAL WHORLS, THE RIDGE COUNT IS MADE FROM LEFT DELTA-RIGHT HAND-OR RIGHT DELTA-LEFT HAND- TO THE NEAREST CORE.

VII. KEY

A. THE KEY IS BROUGHT UP ON THE CLASSIFICATION LINE TO THE LEFT OF THE MAJOR.

B. THE KEY IS TAKEN FROM THE RIDGE COUNT OF THE FIRST LOOP BEGINNING WITH THE RIGHT THUMB EXCLUSIVE OF THE LITTLE FINGERS. EITHER ULNAR OR RADIAL LOOPS ARE USED FOR THE KEY.

C. THE KEY IS ALWAYS PLACED ABOVE THE CLASSIFICATION LINE, REGARDLESS OF THE FINGER USED.

CLASSIFICATION FORMULA:

THE CLASSIFICATION FORMULA SHOULD BE BROUGHT UP CLEARLY AND LEGIBLY.

IN THE 32-32 PRIMARY, IF THE NUMBER FIVE FINGER IS AMPUTATED OR SCARRED, THE FINAL IS TAKEN FROM THE NUMBER TEN FINGER. HOWEVER, IN THIS CASE THE RIDGE COUNT OF NUMBER TEN FINGER IS ALSO ENTERED IN THE NUMBER FIVE FINGER BLOCK, AND THE FINAL IS PLACED ABOVE THE CLASSIFICATION LINE.

Objectives

Knowledge Objectives

Upon completion of this section, your students should be able to do the following on a written test:

1. Describe a basic procedure for latent print search at a crime scene.
2. Define a latent print.
3. Categorize latent prints into examples of two types.
4. Describe the procedures for powdering, lifting, and transferring latent prints.
5. Describe the procedures for developing latent prints using chemicals.

Performance Objective

Upon completion of this section, your students should be able, when given several objects which contain invisible latent prints, to develop the prints using both powder and chemicals. You or your aide will use the checklist included in these materials to evaluate your students' work. Your students' performances should be rated "A" (acceptable) on **all** the tasks.

1. Have your students follow the sequence recommended in How to Use the Student Guide.
2. Define and show examples of latent prints.
3. Point out the importance of developing latent prints in crime investigations.
4. Show examples of latent prints which **do not** require further development and those which **do** require further development.
5. Show students a field kit which includes the necessary equipment.
6. Demonstrate how to powder, lift, and transfer latent prints. If audiovisual materials on this topic are available, have students study them.
7. Demonstrate the procedures for developing latent prints using chemicals.
8. Emphasize the importance of observing safety practices.
9. Provide students with equipment, work area, and supplies necessary for developing latent prints for the practical exercise.
10. After students successfully finish the posttest, provide them with equipment, work area, and supplies necessary for the performance test.

Supporting Activities

1. Make a field trip to a crime laboratory to see how latent prints are developed by using powder and chemicals.

2. For those students who are serious about having a career in fingerprint technology, help them contact the Florida Department of Law Enforcement or the Identification Section of the Federal Bureau of Investigation for further information.

Tools, Equipment, and Supplies

1. black fingerprint powder
2. white or gray fingerprint powder
3. camel's hair brush
4. magnifier
5. roll of lifting tape
6. white cards or celluloid sheets
7. camera
8. iodine crystals
9. glass container
10. iodine fuming gun
11. ninhydrin
12. silver nitrate
13. laboratory oven
14. 1000-watt bulb, ultraviolet light, or photoflood bulbs
15. rubber gloves
16. apron
17. tongs
18. several objects which contain latent prints on the surface, such as paper, cardboard, painted wood, unpainted wood, etc.

This pretest will show you how much you already know about the subject covered and what to look for in this section. If you do well on this pretest, your instructor may let you skip this section or part of it. If you cannot answer a question, simply go to the next question.

1. When you search for latent prints at a crime scene, you should do all of the following **except:**

   a. use a logical search pattern in order not to contaminate the evidence.
   b. give priority to entry and exit points.
   c. develop the latent print with both powder and chemicals.
   d. use a strong light source.

2. Define the term "latent print."

   ____

3. What is a latent print usually composed of? (Give at least **two** ingredients.)

   ____

   ____

4. Which **two** of the following latent prints require further developing?

   a. a print on a maplewood coffee table
   b. a print on a book
   c. prints on a vinyl chair from a person who just touched butter
   d. prints on a cabinet freshly painted about ten minutes before

5. List at least **four** items of equipment and supplies you will need to powder, lift, and transfer a latent print to a card.

   ____

   ____

   ____

   ____

6. When you lift and transfer a latent print, which of the following sequences would be used with the powder method?

   a. place the lifting tape on a card, rub the powdered impression gently to remove the excess powder, press the lifting tape firmly onto the powdered impression, pull the lifting tape slowly from the impression
   b. place the lifting tape on a card, blow out the excess powder, press the lifting tape firmly onto the powdered impression, pull the lifting tape slowly from the impression
   c. press the lifting tape firmly onto the powdered impression, brush the tape to remove excess powder, pull the tape slowly from the impression, place the tape on a card
   d. blow out excess powder, press the lifting tape firmly onto the powdered impression, pull the tape slowly from the powdered impression, place the tape on a card

7. When you are using **three** chemicals to develop latent prints, which sequence would you follow? (Write them in the sequence you would use.)

8. Describe in **four** or **five** steps the procedure for developing latent prints using silver nitrate.

9. Describe in **four** steps **one** of the two procedures for developing latent prints using iodine crystals.

10. Describe in **three** or **four** steps the procedure for developing latent prints using the chemical ninhydrin.

____

____

____

____

After you finish this pretest, give it to your instructor. Ask him/her whether you should study this section or take the posttest (VI: C-4).

Answers to Pretest (VI: C-4)

1. c

2. It is a fingerprint left on the surface of an object by a person who touched the object. Although "latent" means invisible, latent prints include both visible and invisible prints on the surface of an object such as paper, cardboard, painted wood, unpainted wood, cloth, etc.

3. Any two of the following are right: body oil, perspiration (or sweat), water, salt, protein, oil, other foreign matter

4. a, b

5. Any four of the following are right:

   - black fingerprint powder
   - white or gray fingerprint powder
   - lifting tape
   - camera
   - brush
   - white card or celluloid sheet

6. d

7. iodine, ninhydrin, silver nitrate

8. a. Make a silver nitrate solution.
   b. Apply the solution to the object.
   c. When the object is reasonably dry, expose it to a light source.
   d. When the latent fingerprint appears brown and the ridge detail is clear, remove the light source and photograph the print immedidately.

9. a. Place the iodine crystals and object (if it is paper) in a glass container.
   b. Heat the glass container gradually and carefully.
   c. Observe the fingerprint as it turns brown.
   d. Photograph the developed print immediately.

   OR

   a. Place the object (if it is paper) in a glass container.
   b. Place iodine crystals in a glass container.
   c. Place a burner under the container.
   d. As soon as the fumes begin to appear, remove the burner and photograph the print.

10. a. Spray the surface of the object with ninhydrin spray (or apply ninhydrin to the object).
    b. Expose the object to a heat or strong light source.
    c. When the fingerprint becomes visible, photograph it.

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Posttest (VI: C-4)

1. When you search for latent prints at a crime scene, you should do all of the following **except**:
    - a. use a logical search pattern in order not to contaminate the evidence.
    - b. give priority to entry and exit points.
    - c. develop the latent print with both powder and chemicals.
    - d. use a strong light source.

2. What is a latent print?
    - a. an invisible fingerprint which needs to be developed with chemicals or powder
    - b. a fingerprint of the suspect taken at the station long after the crime is committed
    - c. left-hand fingerprints taken simultaneously
    - d. an inked print on a booking form

3. What is a latent print composed of?
    - a. body oil and perspiration
    - b. water and ink
    - c. ninhydrin and silver nitrate
    - d. iodine and powder

4. Which **three** of the following fingerprints require further developing?
    - a. a fingerprint on a very dusty bookshelf
    - b. a fingerprint on a steel cabinet in an office
    - c. a fingerprint on a "confidential report" to the president of a company
    - d. a fingerprint (with paint) on a leather chair of a person who has just touched a freshly painted door

5. What **three** types of equipment and supplies do you need for powdering and lifting a latent print?
    - a. fingerprint powder (both black and white)
    - b. camel's hair brush
    - c. silver nitrate
    - d. transparent tape with durable adhesive surface

6. When you lift and transfer a latent print after powdering, which of the following sequences would you follow?

   a. blow out the excess powder, press the lifting tape firmly onto powdered print, pull the tape slowly from powdered print, place the tape on a card
   b. place the lifting tape on a card, rub the powdered print gently to remove the excess powder, press the lifting tape firmly onto the powdered print, pull the lifting tape slowly from the print
   c. press the lifting tape firmly onto the powdered print, brush the tape to remove the excess powder, pull the tape slowly from the print, place the tape on a card
   d. place the lifting tape on a card, blow out the excess powder, press the lifting tape firmly onto the powdered print, pull the lifting tape slowly from the print

7. When you are using **three** chemicals to develop latent fingerprints, which sequence would you follow?

   a. silver nitrate, iodine, ninhydrin
   b. iodine, silver nitrate, ninhydrin
   c. ninhydrin, silver nitrate, iodine
   d. iodine, ninhydrin, silver nitrate

8. When you develop latent prints using iodine, what sequence of steps would you follow? (Number the steps given below 1–4.)

   ____ a. Take a picture of the print immediately.
   ____ b. Make sure the fingerprint appears brown.
   ____ c. Place the iodine crystal and paper in a glass container.
   ____ d. Heat the glass container gradually and carefully.

9. When you use silver nitrate to develop latent prints, what sequence of steps would you follow? (Number the steps given below 1–5.)

   ____ a. make silver nitrate solution
   ____ b. expose the object to a light source
   ____ c. take a picture of the print immediately
   ____ d. apply the silver nitrate solution to the object
   ____ e. when the latent print appears brown and the ridge is shown, remove the light source

10. When you use ninhydrin to develop latent prints, what sequence of steps would you follow? (Number the steps given below 1–4.)

   ____ a. take a photograph of the print immediately
   ____ b. expose the object to a heat source
   ____ c. apply ninhydrin to the object with a spray
   ____ d. make sure the ridges are clear

Give the completed test to your instructor. After your instructor checks your test, ask him/her whether you may take the performance test.

Answers to Posttest (VI: C-4)

1. c

2. a

3. a

4. a, b, c

5. a, b, d

6. a

7. d

8. a. 4
   b. 3
   c. 1
   d. 2

9. a. 1
   b. 3
   c. 5
   d. 2
   e. 4

10. a. 4
    b. 2
    c. 1
    d. 3

Performance Checklist
VI: C-4 Developing Latent Prints

Student's Name: ____________________

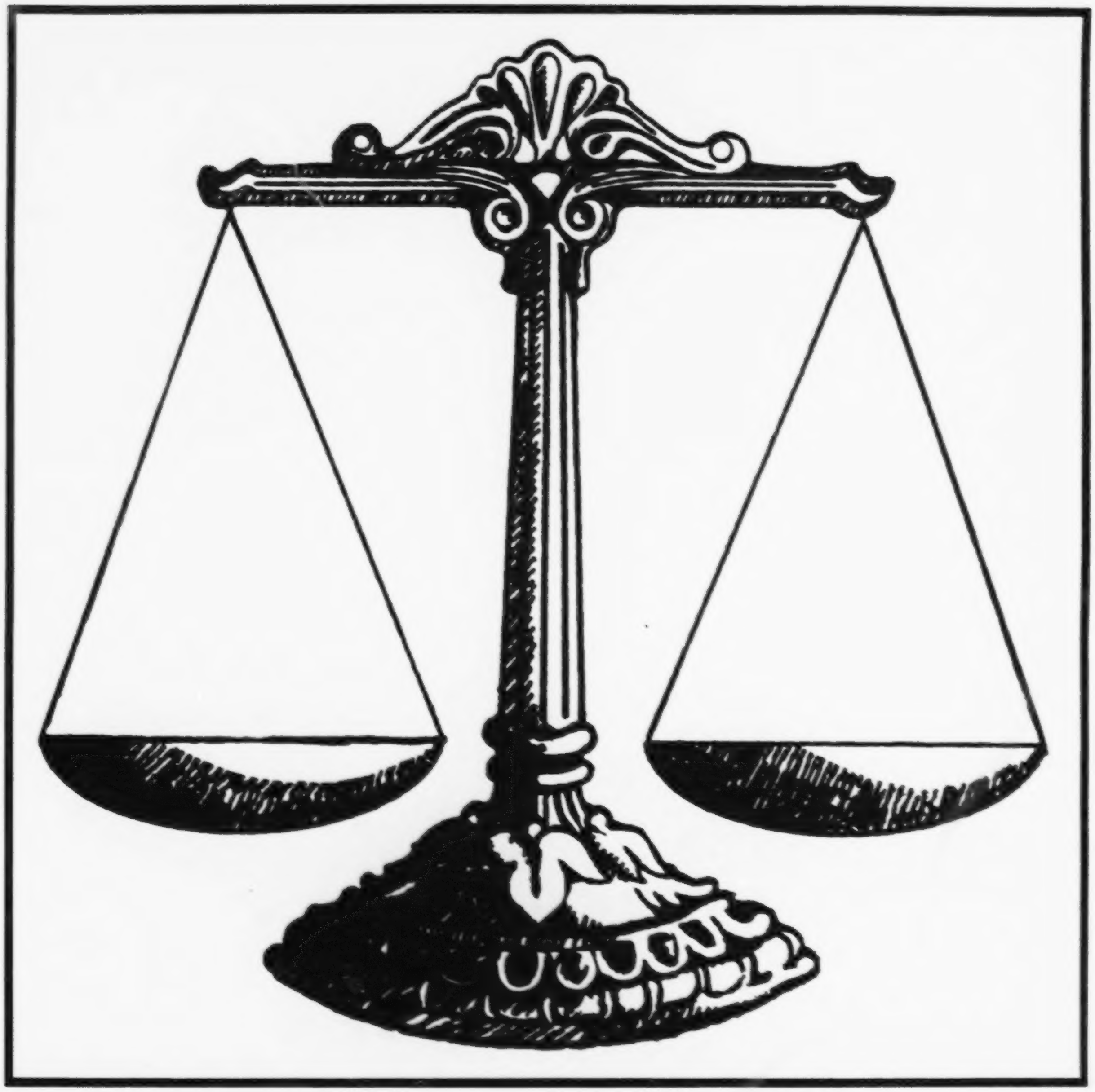
Evaluator: ____________________ Date: ____________________

Tasks	Evaluator's Rating		
	A*	NA**	Comments
1. Powder Method			
a. Assemble all equipment.			
b. Select appropriate color powder.			
c. Clean the brush properly.			
d. Apply the powder to the proper area.			
e. Clean up the print.			
f. Lift the print properly.			
g. Transfer the print properly.			
h. Record the identification data.			
i. Complete the task in a proper amount of time.			
j. Use appropriate equipment and supplies.			
2. Chemical Method			
a. Select an item with a latent print occurring on an absorbent surface.			
b. (1) For the iodine method, expose the latent print to iodine fumes, using fuming cabinet.			
(2) For the ninhydrin method, spray the item to be examined, and let it dry.			
(3) For the silver nitrate method apply correct strength silver nitrate solution to the item and expose it to a strong light source.			
c. Photograph the developed print immediately.			
d. Handle the items with care.			
e. Use all three chemicals in proper sequence.			
f. Follow safety precautions.			
g. Perform the tasks in an acceptable amount of time.			

*A: Acceptable
**NA: Not Acceptable

Instructor Guide Answer Keys

CRIMINAL JUSTICE SYSTEMS



1. c
2. a, b, d
3. a, b, c
4. to determine if student is willing to endure and maintain a rigid fitness program
5. b
6. c
7. d
8. b
9. a, b, d
10. c
11. b
12. d
13. b
14. 8
15. 3 miles, 25 to 30 minutes
16. b

Now do the practical exercise for this unit (V: A).

Unit B: Combative and Defensive Tactics
Answers to Review Questions (V: B)

1. a
2. d
3. b
4. a
5. b
6. a. 2
   b. 4
   c. 1
   d. 5
   e. 3
7. a
8. b
9. a. 6
   b. 2
   c. 7
   d. 4
   e. 1
   f. 5
   g. 3
10. c
11. a
12. b

Now do the practical exercise for this unit (V: B).

1. - better balance
   - more comfortable to carry
   - greater tip velocity

2. - full blocking surface
   - good leverage
   - fingers not exposed

3. - head strikes
   - throat strikes

4. a. 2
   b. 3
   c. 4
   d. 1
   e. 3
   f. 2
   g. 1
   h. 3
   i. 5
   j. 2
   k. 3

5. a. 4
   b. 7
   c. 10
   d. 2
   e. 5
   f. 8
   g. 11
   h. 1
   i. 3
   j. 6
   k. 9

6. a, b, c, d

Now do the practical exercise for this unit (V: C).

1. - to maintain control
   - to prevent escalation of the situation
   - to restore law and order

2. a, b, c, d

3. c

4. b

5. a

6. d

7. b

8. c

9. a. 3
   b. 1
   c. 4
   d. 2

10. b

11. a

12. c

Now do the practical exercise for this unit (V: D).

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Unit E: Police Basic Weapons
Answers to Review Questions (V: E)

1. b

2. d

3. a, b, d

4. a, b, d

5. a. 5
   b. 4
   c. 3
   d. 1
   e. 2
   f. 6
   g. 10
   h. 9
   i. 7
   j. 8

6. b, c

7. a. 5
   b. 3
   c. 1
   d. 4
   e. 2

8. a. 2
   b. 4
   c. 6
   d. 3
   e. 10
   f. 1
   g. 8
   h. 12
   i. 11
   j. 9
   k. 5
   l. 15
   m. 7
   n. 14
   o. 13

9. a. 3
   b. 1
   c. 5
   d. 2
   e. 4

10. c

11. b

12. a, b, d

13. a, b, c, d

If you feel confident that you have achieved the objectives for this unit, ask your instructor for the posttest (V: E).

Answers to Review Questions (V: F-1)

1. c

2. a

3. a, d

4. b, c

5. a, b, c, d

6. b

7. a

8. d

9. b

10. d

11. c

12. a, b, c

13. a, b, c

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (V: F-1).

1. a, b, d
2. - Search for life-threatening conditions.
   - Remove from hazardous conditions.
   - Determine vital signs.
   - Communicate to medical assistance facility.
3. a, c, d
4. - pulse rate
   - respiration rate
   - blood pressure
   - oral temperature
5. - approximate age
   - level of consciousness
   - vital signs
   - nature of problem
   - known history
   - ETA at hospital
6. d
7. b, c
8. a, c
9. c
10. b
11. d
12. a, b
13. b
14. b, c
15. a, c, d

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (V: F-2).

Unit F: Rescue Tactics
Section 3: Vertical Rescue Tactics
Answers to Review Questions (V: F-3)

1. a, c, d

2. b, d

3.
   - 1/2-inch diameter nylon rope
   - harness or seat
   - carabiner
   - gloves

4. a. 4
   b. 1
   c. 6
   d. 2
   e. 3
   f. 5

5.
   - on rappel
   - on belay

6. b, d

7. a, c

8. b

9. b

10. a, d

11. b

12. c

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (V: F-3).

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Answers to Review Questions (V: F-4)

1. a, b, d

2. d

3. a. 5
   b. 1
   c. 4
   d. 2
   e. 6
   f. 3

4. b

5. c

6. a

7. a, b, c

8. b

9. a

10. a. 6
    b. 3
    c. 5
    d. 7
    e. 1
    f. 8
    g. 4
    h. 2

11. a

12. b, c

If you feel confident that you have achieved the objectives for this section, ask your instructor for the posttest (V: F-4).

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Overview

Answers to Review Questions (VI: Overview)

1. d
2. c
3. a
4. b
5. a
6. b
7. c
8. a
9. d
10. b

Now go on to Unit A, Forensic Laboratory Examinations.

Answers to Review Questions (VI: A-1)

1. a, c, d

2. a, c

3. a, d

4. c

5. b

6. b

7. a. illuminator switch
   b. diaphragm (aperture control)
   c. fine adjustment knob
   d. coarse adjustment knob
   e. stage
   f. objective
   g. arm
   h. eyepiece

8. a

9. b, c

10. b

11. a, b, d

12. c, d

Now do the practical exercise for this section (VI: A-1).

Unit A: Forensic Laboratory Examinations
Section 2: Blood Identification
Answers to Review Questions (VI: A-2a)

1. a, b, c
2. b
3. d
4. a
5. c
6. a, b, d
7. c
8. d
9. b
10. a, b, c
11. b, c, d
12. a, b, d
13. c
14. c
15. c
    NOTE: The precipitin test can be done on either liquid or dried blood while the microscopic examination is done only on liquid blood.

Now do the practical exercise for this section (VI: A-2).

Answers to Review Questions (VI: A-2b)

1. c, d

2. d

3. a. 1
   b. 4
   c. 5
   d. 7
   e. 2
   f. 6
   g. 3

4. a

5. c

6. d

7. d

8. b

Now do the practical exercise for this section (VI: A-2b).

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Answers to Review Questions (VI: A-3)

1. a, b, c
   NOTE: Taking a sample from the victim's hair (d) will not place the suspect at the scene.

2. a, c
   NOTE: (b) and (d) do not mention a weapon or an instrument.

3. b, d

4. a, b, c

5. a

6. a, c

7. a, b, c

8. c

9. a

10. b

11. b

12. b

13. c

14. c, d
    NOTE: The victim might not have left his/her hair at the crime scene. Therefore, (a) should not be a conclusion.

15. b, c

Now do the practical exercise for this section (VI: A-3).

Answers to Review Questions (VI: A-4)

1. a, b, c

2. b, c

3. a, b, c

4. a, b, d

5. b

6. a, c

7. b, c

8. a, b, c

9. a, b, c

10. d

11. b

12. a

13. c

14. a, b, c

15. d

16. b

17. d

18. a

19. c

20. a, b, c

Now do the practical exercises for this section (VI: A-4).

Answers to Review Questions (VI: A-5)

1. a, b, d

2. a, c

3. b, c, d

4. a, c, d

5. a, b

Now do the practical exercise for this section (VI: A-5).

Answers to Review Questions (VI: B-1a)

1. a. S
   b. S
   c. T
   d. TS

2. a

3. b

4. a

5. b

6. b

7. a

8. d

9. d

10. d

11. a, d

12. c

13. b

14. b

15. - the amount of light available
    - the size of the lens opening (or aperture)
    - the shutter speed
    - the film speed

16. a

17. a, b, d

18. a

19. a

If you feel confident that you have achieved the first nine objectives of this section, go on to the next part, "Taking Photographs."

Answers to Review Questions (VI: B-1b)

1. a

2. b

3. c

4. b

5. o Set the film speed.
   o Load the film in the camera.
   o Determine the object to be photographed.
   o Select the shutter speed.
   o Set the f-stop.
   o Set the focus.
   o Compose the picture in the viewfinder.
   o Hold the camera steady.
   o Depress the shutter release button firmly but gently.
   o Advance the film to the next exposure.

Now do the practical exercise for this section (VI: B-1).

Answers to Review Questions (VI: B-2a)

1. a, b, c
2. a, b, c
3. b
4. a
5. a
6. c
7. d
8. a
9. d
10. b
11. c
12. a, c
13. b
14. c
15. a
16. d
17. e
18. b

Now do the practical exercise for this section (VI: B-2a).

1. a, b, d

2. b

3. c

4. b

5. d

6. d

7. c

8. c

9. a

10. a

11. a

12. b

13. d

14. a, b, c, d

Now do the practical exercise for this section (V: B-2b).

1. a, b

2. d

3. a

4. b

5. a, c

6. c

7. c

8. b, c, d

Now do the practical exercise for this section (VI: B-3).

Unit B: Fingerprint Technology
Section 4: Evidence Photography
Answers to Review Questions (VI: B-4)

1. c

2. b

3. c

4. d

5. b

6. a

7. b

8. c

9. b

10. a, d

11. b, c, d

12. a

13. a, b, c

14. a, b, c

15. c

Now do the practical exercise for this section (VI: B-4).

Answers to Review Questions (VI: C-1)

1. inking plate, printer's ink, roller, fingerprint card, denatured alcohol

2. a. 2
   b. 1
   c. 6
   d. 4
   e. 3
   f. 5

3. rolled. A, B
   flat. C

4. b

5. a

6. d

7. b

8. a

9. a. 3
   b. 5
   c. 1
   d. 2
   e. 4

10. (1) incomplete inking
    (2) allowing fingers to slip or twist
    (3) failure to clean fingers
    (4) use of too much or too little ink

Now do the practical exercise for this section (VI: C-1).

Answers to Review Questions (VI: C-2a)

1. modified Henry System
2. plain arch and tented arch
3. radial loop and ulnar loop
4. plain whorl, central pocket loop, double loop, and accidental whorl
5. a
6. b
7. a
8. b
9. a
10. b
11. b
12. d
13. c
14. a
15. b

Now go on to the rest of this section (VI: C-2b).

1.
   - delta
   - sufficient recurve which is free of any appendages
   - at least one ridge count across a looping ridge

2.
   - crosses an imaginary line from the delta to the core
   - free of any appendages

3. c

4. a

5. b

6. c

7. a. 5
   b. 1
   c. 3
   d. 2
   e. 4

8. a

9. a, d

10. d

Now do the practical exercise for this part of the section (VI: C-2b).

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Answers to Review Questions (VI: C-2c)

1. a, b, c

2. a, b, c

3. b

4. a

5. b

6. a. near loop type
   b. angle type
   c. upthrust type

7. c

8. t?/

9. t?a

10. W?/

Now do the practical exercise for this part of the section (VI: C-2c).

Answers to Review Questions (VI: C-2d)

1. plain whorl, cental pocket loop, double loop, and accidental whorl

2. - There are two deltas.
   - At least one ridge makes a complete circuit.
   - An imaginary line touches a recurving ridge within the inner pattern area.
   - Recurving ridges in front of the innermost delta are free of appendage.

3. b

4. d

5. a. double loop whorl
   b. central pocket loop whorl
   c. plain whorl
   d. accidental whorl

6. d

7. b

8. a

9. a

10. b

11. a. meeting whorl
    b. outer whorl
    c. inner whorl

Now do the practical exercise for this part of the section (VI: C-2d).

Unit C: Fingerprint Technology
Section 2: Identifying and Labeling Types of Fingerprint Patterns
Answers to Review Questions (VI: C-2e)

1. b
2. b
3. c, d
4.
    1. a
    2. R
    3. t
    4. a
    5. t
    6. r
    7. /
    8. a
    9. a
    10. a
5.
    1. W, M
    2. W, M
    3. W, O
    4. W, I
    5. r, 5
    6. r, 2
    7. /, 7
    8. W, M
    9. W, M
    10. W, I

Now do the practical exercise for this part of the section (VI: C-2e).

Answers to Review Questions (VI: C-3)

1. key, major, primary, secondary, subsecondary, final
2. a, c
3. c
4. a
5. b
6. a
7. d
8. d
9. b
10. 17
11. $\frac{\mathrm{L}}{\mathrm{M}}$
12. $\frac{\mathrm{R}}{\mathrm{W}}$
13. $\frac{\mathrm{00I}}{\mathrm{I0I}}$
14. 2
15. $\frac{5}{12}$
16. $\begin{array}{cccccc} 24 & \mathrm{L} & 1 & \mathrm{R} & \mathrm{I0I} & 7 \\ \hline & \mathrm{L} & 3 & \mathrm{W} & 000 & \end{array}$

Now do the practical exercise for this section (VI: C-3).

Answers to Review Questions (VI: C-4)

1. a, c, d
2. b
3. body oil, perspiration (or sweat)
4. a, d
5. a, b, c
6. b, c
7. b, c, d
8. b, d
9. a
10. b
11. c
12. b
13. c
14. a
15. a

Now do the practical exercise for this section (VI: C-4).

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
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